

Scheme of Work

Year 5 and Year 6

French

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Written by:

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Scheme of work – Year 5 and Year 6

French

“This scheme of work has been written and coordinated throughout by Rachel Redfearn, MFL Adviser for Wakefield LA. I teamed up with Rachel to develop the scheme further for publication and Rachel continued to train and support teachers in 88 Wakefield schools. Inspired by the successful feedback we received from teachers all over the country for the Scheme of Work Years 3 and 4, we are now proud to publish these new quality materials. Working with Rachel is a privilege. Her skills, dedication and determination are second to none. I know Primary schools will enjoy teaching French language to their pupils using this excellent material.”

Colette Leclercq-Hallam

Founder and Director, La Jolie Ronde

Included in the scheme:

- Detailed lesson notes
- CD of resources including resources for use with the interactive whiteboard
- 2 CDs of sound files for language support
- CD of songs and poems (Chante en français 2)

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This work is dedicated to the memory of my late husband, Kevin, who was a constant source of support, encouragement and inspiration, and to my two beautiful children who make it all worthwhile.

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Introduction

Welcome to the Year 5 and Year 6 Scheme of Work!

This scheme of work has been written in accordance with the Key Stage 2 Framework.

Each unit of work consists of:

- *Identified framework objectives taken from the strands of Oracy, Literacy and Intercultural Understanding*
- *References to Knowledge about Language and Language and Learning Strategies*
- *A topic area and suggested core vocabulary*
- *Suggested resources*
- *Detailed lesson notes*

Please note the following key points:

- *It is assumed that children beginning this scheme have had some prior learning of French, either through the Wakefield Y3 & Y4 scheme or an alternative course. The overview which accompanies this scheme clearly indicates where language is being re-visited and it will be beneficial to children if they have already completed some work on specific topics e.g. greetings and introductions, numbers, family members. Please refer to the overview for further details.*
- *The Year 5 scheme has been written with a cross-curricular focus. The first term's work is linked to the Geography QCA unit of work: Should the High Street be closed to traffic? The second term is based on the Science QCA unit of work: Keeping Healthy; the third term covers points of the compass and weather conditions. During the past year teachers using the scheme have appreciated the opportunity to link work in French with other areas of the curriculum.*
- *The Year 6 scheme has been written to reinforce much of the vocabulary and structures covered in previous years. New material in Year 6 includes a unit on House and Home, during which children have the opportunity to consider cultural differences in housing at home and abroad. During the final term of Year 6 the children have the opportunity to work collaboratively on a project involving internet research: Planning a holiday to a French-speaking country. This culminates in a presentation on an aspect of culture.*
- *The lessons are divided into short sections to give maximum flexibility. Some schools may choose to deliver the programme in sessions of 30 minutes; others may opt for more frequent shorter periods of language learning.*
- *The scheme is entirely flexible and teachers will need to use their judgement as to the most appropriate activities for the children. It is not intended that teachers slavishly follow every activity in every lesson! The lesson notes are very detailed and are intended as a guide only and much of the material covered will depend upon the ability of the children and the time available for language learning.*

Finally, I hope that you and your Year 5 and Year 6 children enjoy working with this scheme and that you gain much satisfaction from their progress. Above all, I hope that they leave Key Stage 2 as skilled, confident and enthusiastic language learners, with the opportunity to have their prior learning recognised, celebrated and extended at Key Stage 3.

Rachel Redfearn

MFL Adviser
Wakefield LA

Contents

PLANNING FOR YEAR 5	PAGE	LESSON PLANS FOR Y6	PAGE
Y5 Scheme of Work Overview	iii	Lesson One	127
Links with The Language Ladder and Asset Languages	vii	Lesson Two	134
Resources and Key to all the symbols	viii	Lesson Three	138
		Lesson Four	146
		Lesson Five	152
LESSON PLANS FOR Y5		Lesson Six	158
Lesson One	1	Lesson Seven	164
Lesson Two	10	Lesson Eight	168
Lesson Three	16	Lesson Nine	174
Lesson Four	22	Lesson Ten	179
Lesson Five	31	Lesson Eleven	184
Lesson Six	35	Lesson Twelve	190
Lesson Seven	41	Lesson Thirteen	197
Lesson Eight	46	Lesson Fourteen	202
Lesson Nine	53	Lesson Fifteen	206
Lesson Ten	59	Lesson Sixteen	209
Lesson Eleven	65	Lesson Seventeen	213
Lesson Twelve	72	Lesson Eighteen	217
Lesson Thirteen	76	Lesson Nineteen	220
Lesson Fourteen	82	Lesson Twenty	222
Lesson Fifteen	87	Review Lessons	224
Lesson Sixteen	92		
Lesson Seventeen	100	USEFUL EXTRAS	
Lesson Eighteen	105	Transcript of the Sound files CD for Y5 and 6 with Track details	225
Lesson Nineteen	111	List of songs and poems from Chante en français 2 with Track details	229
Lesson Twenty	117	Transcript of Interactive Whiteboard Files for Year 5 and Year 6	230
Review Lessons	120	Transcript of Resource Files for Year 5 and Year 6	233
		Appendix A – E	236
PLANNING FOR YEAR 6	PAGES	Basic Mathematical Terms	
Y6 Scheme of Work Overview	121	Punctuation in French	
Links with The Language Ladder and Asset Languages	125	Exploiting French Art	244
Resources and Key to all the symbols	126	Games and Activities	245

Year 5 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Il y a + buildings on the high street un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie	<ul style="list-style-type: none"> • Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a short text with accurate pronunciation • Appreciate similarities and differences between French and English high streets
Lesson 2	Directions A gauche, à droite, Revision of connectives – et, aussi Revision of adjectives – grand, petit	<ul style="list-style-type: none"> • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary
Lesson 3	Asking where places are Il y a? C'est, au coin Pause words Et alors, voyons, eh bien,	<ul style="list-style-type: none"> • Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange
Lesson 4	Revision of days of the week Times of day Matin, après-midi, soir, à 10 heures, à 4 heures et demie Très, assez	<ul style="list-style-type: none"> • Substitute quantifiers and adjectives in a sentence • Collect and record evidence about activity on the high street at certain times of day, and express it in French • Recap of key letter strings – in/oi
Lesson 5	No new vocabulary	<ul style="list-style-type: none"> • Understand and express simple opinions • Write short sentences, substituting vocabulary in model sentences

Lessons	Content	Key skills and activities
Lesson 6	<p>Christmas theme Christmas vocabulary La forêt, il neige, un sapin, je brille, une bougie</p> <p>Revision of colours and verb être – je suis/je ne suis pas</p>	<ul style="list-style-type: none"> • Learn and join in singing a French carol • Recite a short text with accurate pronunciation • Follow the transcript of a Christmas story • Appreciate similarities and differences between Christmas in France and England
Lesson 7	<p>Christmas theme No new vocabulary</p>	<ul style="list-style-type: none"> • Use actions and mimes to aid memorisation • Make a traditional French Christmas sweet • Join in performing a short Christmas story in French, reading and pronouncing unknown words
Lesson 8	<p>Revision of days of the week</p> <p>Revision of hobbies introduced in Y4</p> <p>Simple future tense Je vais...</p> <p>encore</p>	<ul style="list-style-type: none"> • Understand and express simple opinions • Integrate new language into previously learned language • Prepare a keep fit programme for the week ahead, using immediate future tense • Listen to a native speaker and understand more complex phrases and sentences
Lesson 9	<p>Months of the year</p> <p>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>	<ul style="list-style-type: none"> • Imitate pronunciation of sounds • Identify social conventions at home and in other cultures
Lesson 10	<p>Revision of sports/hobbies vocabulary</p> <p>Revision of numbers 0-50</p> <p>Comparisons ...plus que ...more than</p> <p>Revision of immediate future – je vais + verb</p>	<ul style="list-style-type: none"> • Investigate the effect of exercise on pulse rate • Understand more complex phrases, including comparisons • Contribute to a classroom display illustrating the relationship between exercise and pulse rate

Lessons	Content	Key skills and activities
Lesson 11	Revision of fruit from Y3 Food, including revision from Y3 – Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petis pois	<ul style="list-style-type: none"> • Find words in a bi-lingual dictionary • Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate • Listen to and understand a native speaker expressing likes and dislikes
Lesson 12	Food items – as for lesson 11 Revision of connectives: et, mais, aussi	<ul style="list-style-type: none"> • Design a balanced meal, with foods labelled in French • Extend basic sentences by using connectives • Use negatives • Express opinions in short, written sentences included in a Powerpoint presentation
Lesson 13	No new vocabulary	<ul style="list-style-type: none"> • Memorise and present a short rhyme • Investigate the similarities and differences between French and English eating habits by looking at French school lunch menus • Investigate and share strategies for learning new vocabulary
Lesson 14	Breakfast Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux...?, je voudrais	<ul style="list-style-type: none"> • Develop accuracy in pronunciation and intonation • Use spoken language spontaneously during a breakfast role play
Lesson 15	Ingredients for a French dessert Le beurre, le sucre, des oeufs, le sel	<ul style="list-style-type: none"> • Watch and understand a demonstration in French of the method of making a dessert • Order sentence cards to re-create the method • Write words and phrases using a reference

Lessons	Content	Key skills and activities
Lesson 16	<p>Revision of days of the week/months of the year</p> <p>Aujourd'hui c'est le lundi 10 octobre</p> <p>Weather Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige</p>	<ul style="list-style-type: none"> • Identify the date from an audio recording • Use short sentences to give a description of the weather • Look and listen for visual and aural clues in an audio recording
Lesson 17	<p>Revisions of weather phrases</p> <p>Seasons En automne, en hiver, au printemps, en été</p> <p>Extension Normalement, en général</p>	<ul style="list-style-type: none"> • Identify rhyming words and make up a short rhyming poem using weather conditions • Use simple sentences to present a mini weather report in French • Write two or more sentences describing the weather in each season in French • Recognise similarities and differences between places
Lesson 18	<p>Saying where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre</p>	<ul style="list-style-type: none"> • Learn and join in singing a traditional French song • Prepare a short presentation saying where you live and what the climate is like • Scan a more detailed text with unknown language for details
Lesson 19	No new vocabulary	<ul style="list-style-type: none"> • Understand that there are stereotypical images associated with countries • Consider key similarities and differences in daily life in the UK and France • Collect items which relate to our lifestyle • Investigate French supermarket websites to find out in what ways they differ from English supermarkets
Lesson 20	No new vocabulary	<ul style="list-style-type: none"> • Take part in a quiz which revises many topics and skills learnt during the year

Links with Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material to cover the requirements for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

Language purposes and functions:

Counting and using numbers	Y5
Talking about the weather	Y5
Talking about food	Y5
Following and giving simple instructions	Y5
Expressing thanks	Y5
Saying what day or month it is	Y5
Describing some simple objects – colour, size	Y5
Expressing likes/dislikes	Y5, Y6
Giving information about an everyday activity – food	Y5, Y6
Expressing opinions	Y6
Offering	Y5

Vocabulary topic areas:

Basic prepositions of place	Y5, Y6
Classroom objects	Y6
Clothes	Y6
Common adjectives, e.g. big, small	Y5, Y6
Family	Y6
Food and drink	Y5
Furniture and other household objects	Y6
Leisure and holidays	Y6
Methods of communication – post, fax	Y6
Names of occupations	Y6
Names of sports	Y5
Places: shops, cinema, park, beach etc.	Y5, Y6
The home	Y6
Time, including months and days	Y5
Ways of travelling	Y6
Weather	Y5, Y6
Classroom instructions	Y6
Greetings	Y6
Letters of the alphabet	Y6

Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For Christmas activities, you will need: Joyeux Noël (Activity book and CD) – Christmas stories, songs and activities in French
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk
- For songs and poems Chante en Français 1 (already available with Years 3 & 4)
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk

Further recommended resources, but not essential:

Video/DVD material from: Early Start Pack 2 – Où habites-tu?

Ilsa Rowe and Ian Killberry

Early Start Languages Tel/Fax: 01304 362569 www.earlystart.co.uk

See appendix C for suggested reading books to accompany the scheme.

Key to all the symbols



This symbol denotes when to use the Resource File CD.
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.
The circled number denotes the track.



This symbol denotes when to play Chante en français 2 CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson. Some of the games require Microsoft PowerPoint version 2002 or later.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

Lesson One, Year 5

4 x 15 minutes

Lesson theme The High Street

Learning Outcomes

- Recite a short text with accurate pronunciation
- Say what buildings can be found on the high street
- Recognise similarities and differences in the high street, at home and in France

Framework Objectives

Literacy

L5.2: Make simple sentences and short texts

Intercultural Understanding

IU5.2: Recognise similarities and differences between places



Core Vocabulary

il y a	there is
un marché	a market
un magasin	a shop
un supermarché	a supermarket
une poste	a post office
une banque	a bank
un café	a café
une mairie	a town hall
un magasin de vêtements	a clothes shop
une boulangerie	a bakers

Resources



- OHT of rhyme: **Mon chapeau**
Picture of hat with four humps
Images of the main street in French towns
Flashcards of buildings on the high street
Battleships grid
Text cards to accompany flashcards
Cards for human sentence game
OHT with words of song: **Dans ma rue**



- Chante en français 2, Track 1, song: **Dans ma rue**

- Bilingual dictionaries



- **Mon chapeau** rhyme
Ne... pas/il y a...
La rue principale images
Les magasins vocabulary (1&2)
Un or une (1&2)
Battleship grids
Pronunciation
Translation



Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Understand and use negatives

Language and learning strategies

- Use actions and rhymes to aid memorisation
- Pronounce/read aloud unknown words

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Begin the lesson with an action rhyme, which will give children the opportunity to work with previously learned language in an active and enjoyable way. The rhyme is just four lines long and you may choose to recite it rather than chant it.



You can also play it on track 2 from the sound file. Introduce the rhyme to the children by performing actions and chanting the French:

**Mon chapeau, il a quatre bosses.
Y'a quat' bosses à mon chapeau.
Et s'il n'y avait pas quatre bosses,
Ca ne s'rait pas mon chapeau!**

(My hat has four humps.
There are four humps on my hat.
And if it didn't have four humps,
It wouldn't be my hat!)

Actions:

- touch your chest on the word "**Mon**"
- touch your head on the word "**chapeau**"
- hold up four fingers for "**quatre**"
- touch your elbow for the word "**bosses**"
- wave your index finger to demonstrate the negative

Demonstrate this for the children twice, and try to increase the pace second time round.

Show the children a sketch of a hat with four humps and then show the text on the OHP/whiteboard. Use resource CD: 'OHT of rhyme: **Mon chapeau**'.



A picture of the hat is available too on the resource CD.

Ask the children to identify any words they know. They may note "**Mon, chapeau, quatre, ça.**"

Children are introduced to a short text which contains some words they will recognise. They watch the teacher performing actions to the rhyme and enjoy the pace of the activity.

Children study the text and identify familiar vocabulary.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Underline these words and explain the meaning of the word “**bosses**” using the sketch of the hat again.

If the children want a translation you can briefly explain it to them.

Take some time now to practise reading the rhyme with the children with the actions. You could either sing the words or chant. Explain to the children that this is a schoolyard game originally from Israel and the aim is to recite it very quickly without mixing up the actions!

Children could practise this in pairs or individually and present their work to others.

Finally, to finish this session look again at the text with the children and highlight two key points:



- Firstly, the negative around the verb in the last line **ne...pas**. Remind children briefly what **ne...pas** mean in a sentence and where they are positioned.
- Secondly, second line – **y’ a** – explain to the children this is an abbreviated version of **il y a** = there is/there are.

They will use this key phrase in subsequent lessons and activities.

Children enjoy performing actions to the words and enjoy the challenge of reciting the words quickly. This provides a co-ordination challenge for most children! Children also practise reading the short text matching sound to the written word.

Children’s attention is drawn to a grammatical concept > making sentences negative. They have already met and used the negative “**Je n’aime pas**” in Year 4.

Children meet new phrases “**Il y a**”. This is an important vocabulary item for subsequent work.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

The material in the lessons during the first term is linked to the Geography module from the QCA Y5 Scheme of Work, Unit 12, entitled 'Should the high street be closed to traffic?'

The purpose of this session is to raise children's awareness of the nature of a typical 'High Street' in the UK, and the similarities and differences between cities, large towns and smaller towns. This can then lead on to discussion (in English naturally!) of the types of buildings/shops on a French main street –

'La rue principale'.



Firstly, ask the children to consider/write down the types of buildings and shops on a typical high street in a large town/city. (This may be something the children have encountered/will encounter in Geography this year). They could discuss this in pairs and write a list to share in their group.

Collect answers from the children. There can be lots of discussion here around services provided in the town centre/cost and use of land/chain stores/similarities between high streets in cities around the country.

You may like to take time here to discuss how a high street in a small market town may look. Can the children think what may be different?

Following on from this discussion, you may want to set children the task of sketching a plan of the local high street as an out of school activity. This will help prepare the children for later activities.

Children work in pairs to discuss the buildings/shops they would find in the high street of their town.

Children's attention is drawn to key features of the high street, as considered appropriate and relevant by the teacher.

Children consider how the main street varies according to the size of the town.

Part 2: 15 minutes (continued)

Teaching Sequence



Next, show the children some images of the main streets in French cities. Use the resource or whiteboard CDs. Show each of the images in turn and then allow children to work in pairs again to discuss any similarities/differences.

As you collect answers from the class, draw the children's attention to the following:

- the place and importance of the town hall
- fewer chain stores in France
- pavement cafés

Pupil Activity

Children have the opportunity to look at images of main streets in French towns and cities.

**NOTES:**

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Ask children to recall a key item of vocabulary introduced in an earlier session – There is/there are = **Il y a**.



Using flashcards introduce the vocabulary for buildings in the town centre. This will be expanded in future lessons to include more places in the town. Begin by showing the children the flashcards for:

un marché

un supermarché (small image of shop with trolley)

une poste (small image of shop with letters)

une banque (small image of shop with money)

un café

une mairie

These words are fairly similar to their English translations. Introduce the words gradually with lots of repetition and reinforcement.

Add un magasin to the list and then play some games to help children learn the new vocabulary:

- remove one flashcard from the set and hold up the others. Can children identify the missing card?
- place a stencil with a hole in front of flashcards. Can children identify in French the picture hidden behind the stencil?
- say three of the words learned. Challenge children to say the remaining three.

All of these games can, of course, be adapted for use with the IWB or OHP.

To revise the concept of gender, play a game whereby children have to decide on the gender of the noun stated. Display **un/une** around the room. As you say a noun, the children must make a decision whether it is masculine or feminine and stand under the appropriate card.

Children's attention is drawn to a key item of vocabulary.

Children learn seven words for places/buildings on the high street. They play memory games to help them learn the new words and imitate the pronunciation of the teacher as they echo the words.

Children try to recall the gender of the words previously learned. They actively join in a game where they are challenged to identify the gender of the 7 new nouns.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Finally, to reinforce the new vocabulary and also to revise letters of the alphabet, and numbers, play a type of Battleships game with the class.

Children revise letters of the alphabet and numbers as they use the co-ordinates of a grid to play a Battleships game with the teacher.



Show the children a grid on OHP/board/IWB

A					
B					
C					
D					
E					
	1	2	3	4	5

Explain that you have hidden seven places/buildings and invite the children to guess where they are e.g. 2D. If the guess is incorrect, display a cross in the square.

If it is correct display a symbol for the place e.g. envelope for post office, euro sign for bank and state the French word. Challenge the children to find all 7 places in a given time limit.



If time, a song can be played at the discretion of the teacher: **Dans ma rue**, track 1, from Chante en français 2. The lyrics of the song are available on the



resource CD. The song helps to practise vocabulary introduced in this lesson.


NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Recall the vocabulary from last session with the children and display the flashcards.



3 Invite children to come to the front of the class and label the flashcards with the corresponding text cards.

Take some time to revise key sounds/ letter strings with the children.

é > **marché, supermarché, café**
(cinéma, école – cinema, school)

in > **magasin (cousin, raisin, poussin)**
– cousin, grape, chick)

an > **banque (France, blanc –**
France, white)

Next show the children two different types of shop, which may be useful for town plans:

une boulangerie – bakers

un magasin de vêtements – clothes shop

Play a human sentence game. Distribute text cards (one per sheet of A4 – landscape) amongst the children.



The cards form the sentence:

Dans la rue principale il y a un supermarché, cinq magasins de vêtements, une poste, une banque et deux cafés.



4 As you read the sentence each child holding a card must come to the front and stand in line. When the sentence is complete, read it several times aloud with the children. Then invite the child holding the word “**poste**” to turn the card around so it cannot be seen. Read the sentence again with children substituting “**poste**” into the sentence from memory. Repeat this activity until most of the words have disappeared with children able to recall nearly all of the sentence from memory.

Children match text cards with pictures of vocabulary. Their attention is drawn to the spelling of the words as they practise reading them aloud. They focus on familiar letter strings and recall other French words with the same sounds.

Children are introduced to two types of shop which may be useful for their plan of the high street.

Children play a game whereby they focus on forming a sentence in French to describe the buildings on the high street. The memory game helps them to learn the structure. They use this as a model for subsequent written work.

Part 4: 15 minutes (continued)

Teaching Sequence

Following this activity, display the cards forming the sentence in the room as this will provide a model for children's written work.

Children can now begin work on their plan of the high street. Their task is to sketch the road and some of the buildings, to label the buildings in French and to write a sentence stating which buildings can be found there, using the model provided from the earlier activity.

Pupil Activity

Children begin work on their plan of the high street which they will label in French. They are encouraged to spell correctly and to refer to words displayed around the classroom. They use dictionaries to find words which they need to complete their plan. They write a simple sentence to accompany their work and can refer to a model for support as necessary.

NOTES:

Lesson Two, Year 5

4 x 15 minutes

Lesson theme The High Street

Learning Outcomes

- Identify the position of adjectives in a sentence
- Understand the function of words in a sentence
- Memorise and present two or three sentences describing the high street

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.2: Make simple sentences and short texts

5

Core Vocabulary

As for lesson 1 plus:

et	and
petit	small
grand	big
aussi	also
à gauche	on the left
à droite	on the right

Resources



- Pass the Parcel word cards
Text cards **à gauche, à droite**
OHT with words of song: **A gauche, à droite**



- Chante en français 2, track 2, action song: **A gauche, à droite**



- Key vocabulary
Pass the parcel
Positioning of adjectives
Constructing sentences
Positioning of **aussi**



Knowledge about language

- Manipulate language by changing an element in a sentence
- Recognise patterns in simple sentences
- Apply knowledge of rules when building sentences

Language and learning strategies

- Apply grammatical knowledge to make sentences
- Practise new language with a friend and outside the classroom
- Use a dictionary or word list

Part I: 20 minutes

Teaching Sequence

Allow children time to complete their plan of the high street with French labels and sentence describing what can be found there. They will extend this sentence with adjectives and prepositions as this lesson progresses.

Pupil Activity

Children complete a plan of the town which they began last lesson.

NOTES:



Part 2: 15 minutes

Teaching Sequence

Pupil Activity



2 Play a 'Pass the Parcel' sentence game. Give groups of children a set of text cards which they must shuffle and place face down on the table. Use the resource CD 'Pass the parcel word cards'. Play a French song and ask the children to pass an object around the group while the music plays. When the music stops the child holding the object selects a card, says it in French and places it face up on the table. The activity continues until all the cards have been turned over. The groups must now attempt to place the word cards in the correct order to form the sentence:



6 “Dans la rue principale il y a un grand supermarché et un petit café”

The cards have been colour coded so that:
prepositions are red
articles are purple
nouns are blue
adjectives are green
verbs are orange
connectives are yellow



5 (Children could have arranged the cards differently with **petit/grand** with different nouns)

Study the colours of the words with the children and discuss all the components and the colours. Encourage the children to explain the colour coding to you. Focus the children's attention on the adjectives. Do they notice anything? Discuss the position of the adjectives and remind the children that normally adjectives in French follow the noun:

e.g. **Un chat noir**

but **petit/grand** are common exceptions to this rule.

Children play a familiar game as they listen to a French song. They attempt to reassemble a sentence using colour coded word cards.

Afterwards they discuss the correct answer with the teacher and then focus on the position of the adjectives in relation to the noun. They recall a previously learned rule.

Children also focus on all the colours used for each component of the sentence and identify the different parts of the sentence.

Part 2: 15 minutes (continued)

Teaching Sequence

Finally, show the children another connective which they may recall from Year 4.



5 aussi – also

Ask children to add this to the sentence
It could sit after the word '**et**'.

Pupil Activity

Children revise an item of vocabulary – **aussi** and attempt to extend the sentence by adding this connective.

 **NOTES:**

Teaching Sequence

Pupil Activity

Introduce two new items of vocabulary.



5 à gauche – on the left
à droite – on the right

If space allows, it is probably a good idea to introduce these phrases in an active way. You could use a hall or playground and demonstrate to the children the meaning of the prepositions by dividing the children into groups in circles. As you say **à gauche** – children must step to the left; **à droite** to the right. You can increase the challenge of this by adding numbers e.g:

à gauche, 5! (move 5 steps to the left)
à droite, 4! (move 4 steps to the right)

The children can chorus the structures after you to help them memorise the French.



2 Alternatively, and to be used at the teacher's discretion, there is an action song on Chante en français 2, track 2:



2 **A gauche, à droite.** The lyrics are available on the resource CD.



Following on from this activity, display the written words for the children to study. Use the resource CD: 'Text cards **à gauche, à droite**'. Next, demonstrate how they can be used to extend the previous sentence e.g:



6 **Dans la rue principale il y a un petit café à gauche et un grand supermarché à droite.**

Underline words in the sentence which can be substituted easily and play with the sentence for a few minutes, extending it if you feel the children could cope with the challenge.

Children hear two new items of vocabulary and are able to move around the room as they practise saying the new phrases. They listen carefully to the instructions given by the teacher and respond accordingly, revising numbers as they do so.

Children focus on the written expressions of the prepositions they have practised. They notice the spellings and practise saying the words as they read them.

Children practise substituting elements of the sentence, swapping nouns and adjectives.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity

Now the children will work on a mini presentation which they may deliver orally to the rest of the class. This could be between one and three sentences long and may be a very simple sentence or a more complex sentence using adjectives and connectives. E.g: **Dans la rue principale il y a deux cafés. Il y a aussi un grand supermarché à droite.**

There are several possibilities for this task:

- Children hold up a plan or flashcard and speak in front of the class
- Children record themselves speaking in French
- Children work in pairs and present a sentence each to another group

(In subsequent lessons children will consider other adjectives to describe the high street, such as noisy/calm, and may then work on a fuller presentation to deliver using PowerPoint).

Children work either individually or in pairs to prepare a sentence/sentences to deliver to groups of children.

NOTES:

Lesson Three, Year 5

2 x 15 minutes; 1 x 30 minutes

Lesson theme The High Street: Asking for places and understanding basic directions

Learning Outcomes

- Understand key information from a short exchange
- Be able to ask for a place in French
- Be able to give basic directions in French
- Take part in a simple conversation
- Know how to add expression and authenticity to a short dialogue

Framework Objectives

Literacy

L5.2: Make simple sentences and short texts

Oracy

O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

O5.3: Listen attentively and understand more complex phrases and sentences

7

Core Vocabulary

il y a...?	is there...?
ici	here
c'est	it is
au coin	on the corner

(pause words for dialogue)

et alors, eh bien, mmm, voyons, oui
well, mmm, let's see, yes

Resources



- OHT of places in the town with letters missing
- OHT of places in the town
- Flashcards of buildings on the high street
- Text cards for keyword activity **c'est, au coin**
- OHT with transcript of listening exercise
- OHT of rhyme: **Mon chapeau**
- Cut up strips of card for conversation re-ordering activity
- OHT with model conversation

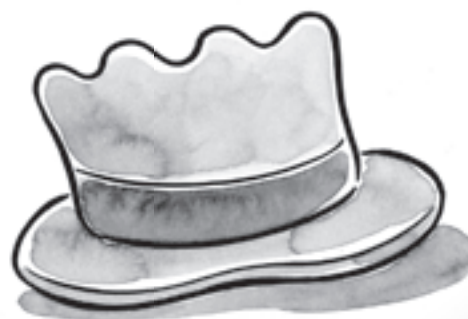
- Mini whiteboards



- Key vocabulary
- Pause words
- Use of c'est/il y a...ici?
- Answering questions
- Model conversation
- Complete the names of places

Knowledge about language

- Manipulate language by changing an element in a sentence
- Develop accuracy in pronunciation and intonation



Language and learning strategies

- Integrate new language into previously learnt language
- Practise new language with a friend and outside the classroom

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Begin this session by revising the seven place names introduced in lesson one:
un marché – a market; **un magasin** – a shop; **un supermarché** – a supermarket;
une poste – a post office; **une banque** – a bank; **un café** – a café; **une mairie** – a town hall.

(If the children are familiar with these words, you could extend with **une boulangerie** – bakers and **un magasin de vêtements** – clothes shop).



Use all the techniques introduced in previous lessons for practising and revising those words. You may also want to use the flashcards and the OHT available on the resource CD: 'Flash cards of buildings on the high street' and 'OHT of places in the town'.



Show the children the words written on the OHT with letters missing and challenge the children to write the words correctly on mini whiteboards/paper.



Following on from the recap of places, practise the directions again with the children. You could repeat the activity used last lesson or simply ask children to stand and turn to the left or right as you call '**à gauche/à droite**'!



Next show the word **c'est** on card.

Use resource CD: 'Text cards for keyword activity'.

Ask the children to give you the meaning and give examples of how it is used:

C'est à gauche

C'est à droite

C'est au coin

It's on the left/right/on the corner.

Children revise place names introduced in an earlier lesson. They repeat words and play some memory games.

Children study the words on OHT and attempt to substitute the missing letters.

Children recall and practise directions introduced last session. They move in response to the direction stated by the teacher.

Children focus on the key word **c'est** which they have met in Y3 and Y4.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Now the children can attempt a listening activity in pairs. Give each pair a mini whiteboard and ask the children to listen to you reading out a short conversation. The children should try to note in French or English

- i) where the person wants to go
- ii) where it is



The dialogues are written here, and also provided on the resource CD: 'OHT with transcript of listening exercise'. You can also play the sound CD, track 8).



- 1 **Bonjour!**
Il y a une poste ici?
Oui, à gauche.
Merci!
- 2 **Bonjour!**
Il y a un café ici?
Oui, c'est à droite.
Merci. Au revoir!
- 3 **Bonjour!**
Il y a un supermarché ici?
Oui, c'est au coin.
Merci. Au revoir!

Check answers with the children. This will be their first attempt at a listening activity of this type, and it is probably a good idea to praise their achievements and emphasise how well they have managed to pick out key information. Listening activities can sometimes seem very threatening!

To complete this session, hold up two text cards with new key words:



- c'est** – it is
- au coin** – on the corner

Give the children practice in reading the words aloud.

Children work in pairs to identify key words from a dialogue read by the teacher. They record their answers on mini whiteboards.

Children read the two expressions introduced in this session and practise reading them aloud with accurate pronunciation.

Part 2: 15 minutes

Teaching Sequence



Begin this session with a warm up activity and repeat the chant introduced in lesson one: **Mon chapeau!** The children will enjoy recalling the actions to accompany the words of the text. Display the text on



OHT/board to give the children support.



To give the children practice in assembling a short conversation, give out envelopes containing lines from a conversation for children to re-order in pairs. Use resource CD: 'Cut up strips of cards for conversation re-ordering activity'. Different colours are used for the text for each speaker to help the children organise the strips of card. After children have attempted the activity, show a copy of a model conversation on OHT and read it aloud. Use resource



CD: 'OHT with model conversation'. You can play the sound CD, track 9. Then give children two minutes to practise



reading the conversation with a partner. This will be extended in the next part of the lesson.

Pupil Activity

Children enjoy repeating the rhyme learned in a previous session. They are able to follow the text and join in reading as they perform actions.

Children work in pairs to re-order a familiar conversation. The colour coding of the text helps them differentiate between speakers. They focus on the correct version displayed by the teacher and then practise reading the conversation in pairs.

**NOTES:**

Teaching Sequence**Pupil Activity**

Ask the children questions on any subject in English. As they answer you, note down the 'pause' word/expressions they use – erm, err, mmm, well etc.

After a couple of minutes record these words and expressions on the board for children to see. Ask them what they mean. This can lead into a discussion about how we use language and how we give ourselves 'thinking time' during a conversation as we use these words.

Explain to the children that French people do the same thing!

Show the children the following expressions:



et alors – well
eh bien – well
mmm – mmm
voyons – let's see
oui – yes

Demonstrate to the children how easy it is to slot these words into a sentence in French. Use the conversation which the children re-ordered last session as a starting point.

As you read the conversation add two or three of the expressions.

Discuss with the children how nice it is to really try and sound French. Show the children how you lift your voice as you ask the question: **Il y a un café ici?** (Children should be familiar with this from Years 3 and 4).

Individual children respond to the teacher's questions in English.

Children consider the use of English and stalling strategies that we use in everyday speech. They recognise that this is also a feature of other languages and are introduced to some French expressions, commonly used as 'pause' words.

Children consider the importance of speaking with accurate pronunciation and authentic expression. They enjoy copying the teacher's intonation.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Demonstrate the conversation again and then set the children a task:

Children should practise a short conversation – very similar to the model – to present to the class. To add enjoyment, this role play could be recorded for children to watch afterwards. Emphasise to the children the need to:

- speak audibly and clearly.
- pronounce the words correctly.
- raise their voices for a question.
- add pause words.

(More able children may also like to include other elements of previously learned language e.g. asking how someone is: **Ça va?** You may also choose to teach **Excusez-moi** as an alternative to **Bonjour!** to start the conversation).

**NOTES:**

Pupil Activity

Children work in pairs to produce a short conversation which may be recorded. Key points are emphasised to the children before they begin preparing their work. They use a conversation as a model but substitute alternative places and directions. They attempt to add 'pause' words and more able children may choose to extend the conversation with language they have learned in Years 3 and 4.

Lesson Four, Year 5

4 x 15 minutes

Lesson theme The High Street: What is it like?

Learning Outcomes

- Appreciate how activity on the high street changes at different times, and be able to express this in French
- Substitute adjectives and quantifiers into a sentence
- Collect and record evidence and express it in simple terms in French

Framework Objectives

Oracy

O5.2: Understand and express simple opinions

Literacy

L5.3: Write words, phrases and short sentences, using a reference

11

Core Vocabulary

(revision of days of the week)

matin	morning
après-midi	afternoon
soir	evening
à 10 heures	at 10 o'clock
à 4 heures et demie	at half past four
très	very
assez	quite

Resources



- OHT with clocks and times
Matching up clocks and times
Grid to complete with times and adjectives
Letter cards
Word sound chart
Text cards with adjectives in French
Flashcards of parts of the day
Flashcards of activities on the street
OHT with words of songs



- Chante en français 2, Track 3, song: **Quelle heure est-il?** Track 4, song: **Lundi matin**

- Bilingual dictionaries



- Days of the week
Key vocabulary: time of day (1&2)
Endings **oir/in**
What time is it?(o'clock & half past)
Adjectives games

Knowledge about language

- Recognise patterns and simple sentences
- Manipulate language by changing an element in a sentence



Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Apply grammatical knowledge to make sentences

Part I: 20 minutes

Teaching Sequence

Pupil Activity

Explain the context of this lesson to the children: they are going to consider (and possibly conduct) a survey of the high street and report on how it looks at different times of the week. In order to do this, they will need to be able to express different times of the day in French.

Start by recalling the days of the week using a song which can be used without additional music or accompaniment. The tune will be familiar to the children and, as they have already encountered the days of the week in Y3 and Y4, they will quickly join in. The song is simply a list of the days:



Lundi
Mardi
Mercredi
Jeudi jeudi

Lundi
Mardi
Mercredi
Jeudi vendredi

Samedi, dimanche
Samedi, dimanche

Lundi
Mardi
Mercredi
Jeudi vendredi

Listen to the sound file, track 12, to hear the tune.

After singing the song several times, invite a volunteer to write a day of the week in French on the board. Continue the activity inviting different children to attempt to write the days until they are all written accurately.

Children understand the context of the lesson.

Children enjoy singing the days of the week to a familiar tune and revise vocabulary covered in earlier years.

Individual children attempt to write the days of the week from memory.

Part I: 20 minutes (continued)

Teaching Sequence

Pupil Activity

Introduce the French for morning, afternoon and evening:

matin

après-midi

soir



11 Refer to the sound CD, track 11.

Write the words on the board and then clap the syllables in each. Invite the children to guess which word you are clapping.

Next focus on the words **matin** and **soir** and explain their meaning to the children with examples:

lundi matin Monday morning

samedi soir Saturday evening

To raise awareness of words with similar endings and the same sounds show the following chart on OHT. See file: 'Word sound Chart'.



rev	
magas	
ju	in
lap	
n	oir
pingou	
moul	

Then ask the children if they can form some French words by matching up two halves from the chart (all the words are taken from Y3, 4 and 5 schemes). More able children may be able to form several words. Give the children just a couple of minutes to work on this, and you might like to give the example of **juin** (June) to help the children make a start.



13 The answers are:

revoir as in 'au revoir'

magasin shop

juin June

lapin rabbit

noir black

pingouin penguin

moulin – mill

Part 2: 20 minutes (continued)

Teaching Sequence

To complete this session, practise the new vocabulary: **matin**, **après-midi**, **soir**, by asking for translations into English/French. e.g. **vendredi après-midi** (Friday afternoon) Saturday morning (**samedi matin**) etc. These are key vocabulary items and revising the words throughout the week will be helpful.



Coloured flashcards are available on the resource CD.

Pupil Activity

Children have practice in translating phrases from French > English and vice versa. They become very familiar with the new vocabulary as they practise it repeatedly, and are able to translate from memory.

 **NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Show a phrase on the whiteboard/OHP
'Samedi matin à 10 heures.'
 (Saturday morning at 10 o'clock)

Give the children one minute to discuss in pairs/groups what it might mean. Give another example to the children.



'Vendredi après-midi à 4 heures'
 (Friday afternoon at 4 o'clock)

Again, give the children some time to consider the meaning. You could also encourage the children to practise reading the phrase in French too.



Take answers from the group and then show clock faces on the OHP (See resource CD: 'OHT with clocks and times') or whiteboard. Ask the children to work out the time (e.g. **à trois heures**) before revealing it in words for each clock.

If you feel the children could learn half past the hour easily, include some times with 'half past' in a matching activity which could be done either on pieces of card, OHT or IWB. See resource CD: 'Matching up clocks and time'. Here the children must match up the image on the clock with the corresponding French phrase.



Finally, explain to the children that they will need to use a time phrase when discussing activity in the high street.

Children study a phrase and consider its meaning in pairs.

Children look at times displayed on the board and work out the French equivalent before it is displayed in words.

Children match up times in English and French. More able children are also introduced to the French for half past e.g. **à 10 heures et demie** (at half past 10).

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Children will work in pairs during this section of the lesson and will need access to a bilingual dictionary.

When children first look at the dictionaries, remind them again of the two halves of the dictionary and the use of head words. (Children have used dictionaries in Y3 and Y4).



4 Then show the children some adjectives in French on text cards. Use 'Text cards with adjectives in French' from the resource CD. Explain to the children what is meant by positive and negative and then ask the children to work in pairs and list adjectives under two columns – positive and negative. They can refer to the dictionaries to check meanings. More able children may also choose to extend the list by researching and finding other possibilities in the dictionary. The words to display are:



pollué(e) (polluted) *
animé(e) (lively) *

* the additional (e) would be added to describe a feminine noun.

calme (calm)
propre (clean)
sale (dirty)

When the children have completed this task, explain to them that they now have to consider adjectives to describe the high street at certain times of the day and on different days of the week.



4 Note that a set of coloured flashcards is available on the resource CD.

Children look again at the layout of a bilingual dictionary.

Children understand the difference between positive and negative and then work in pairs to list the adjectives displayed on the board into two columns. They refer to the dictionary to check meanings (and to find additional adjectives to add to each column, if time allows).

Part 3: 15 minutes (continued)

Teaching Sequence

They can complete the chart provided on the resource CD, (see: 'Grid to complete with times and adjectives') by using quantifiers (**très** – very; **assez** – quite). Children may work in pairs again when completing this activity. e.g.



Quand?	Comment?
lundi matin à 10 heures	assez calme
vendredi matin à 4 heures	très calme, propre
samedi soir à 20 heures	animé, très sale

You may choose to give children an investigative task to complete before next session, relating to the high street at different times. In this way, the children can notice the volume of traffic etc. at certain times.

Pupil Activity

Children revise two quantifiers introduced in Y3 and then work in pairs to complete a grid, giving their opinions about activity on the high street at different times.


NOTES:

Part 4: 15 minutes

Teaching Sequence



To revise adjectives and quantifiers which the children worked with during the last session, give the children a set of letter cards provided on the resource CD. Children will work in groups of four for this activity so you will need approximately 8 sets. Each set of letter cards contains the letters needed to form the following:

pollué, animé, calme, propre, sale, très, assez

Without reference to written words from last session, challenge the groups to form as many adjectives as they can from last lesson with the letters provided. (You can adapt the activity if necessary by providing support sheets of vocabulary or English prompts).

When the groups have finished forming the words, check that they can read each word with accurate pronunciation and that they can recall the English meaning.

Continue this session revising time phrases (e.g. **lundi matin à 11 heures**). You could do this by simply asking children to translate your French phrases or by asking the children to work in pairs with one child giving French time phrases and the other translating e.g:

lundi soir – Monday evening
mercredi matin – Wednesday morning
à 7 heures – at 7 o'clock etc

Children can swap over after one minute and then some could present their work.

Pupil Activity

Children work in groups of four. They use individual letter cards to form adjectives introduced last session.

They will work collectively to try and recall all the vocabulary and aim to form the words with accurate spelling.

Children practise reading and pronouncing the words accurately.

Children revise time phrases introduced last session. They listen to the teacher and translate phrases from French to English. Some children may work in pairs and take it in turns to form phrases/translate phrases. They may present their oral work to the rest of the class.

Part 4: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Finally, refer back to the discussion on the high street at different times. If the children conducted a survey, you could question them on their findings.



T. – **Samedi matin à 9 heures, comment est la rue principale?**

P. – **Assez calme**

T. – **Et samedi après-midi à 3 heures?**

P. – **Très animée**

Two songs from Chante en français 2: **Quelle heure est-il?**, track 3 and **Lundi matin**, track 4 are provided for this lesson purely for practising known vocabulary and for fun. They are not prescriptive and are to be used at the entire discretion of the teachers.

The songs could be used at the end of this lesson or the following one, lesson 5. Both have their lyrics on the resource CD.

**NOTES:**

Lesson Five, Year 5

2 x 30 minutes

Lesson theme A short story: **Le petit Thomas**

Learning Outcomes

- Understand a short story containing familiar vocabulary
- Match text and pictures from the story
- Write short phrases to accompany display work

Framework Objectives

Oracy

O5.2: Understand and express simple opinions

O5.3: Listen attentively and understand more complex phrases and sentences

Literacy

L5.1: Re-read frequently a variety of short texts

L5.3: Write words, phrases and short sentences, using a reference

Core Vocabulary

No new vocabulary – much familiar vocabulary is re-visited in the short story

Resources



- Ppt of short story – **Le petit Thomas**
- Text cards and picture cards
- Transcript of the story
- Translation of story
- OHT – sentences to support display work



Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence

Language and learning strategies

- Integrate new language into previously learnt language

Teaching Sequence

Pupil Activity



Begin this session by reading a short story in French. The story tells the tale of a little boy who doesn't want to go shopping with his mother. A translation of the text is available for teacher support on the resources CD and a recording is available for use on the sound file, tracks 18 to 30.



Read the story to the children. As there are many repeated phrases in the text, you may encourage the children to join in with you as you reach the later stages. Equally, you could encourage the children to guess the ending of the sentence or finish the sentence for you.

Discuss the events of the story with the children in English. What happens? How does little Thomas feel at different points etc.? What happens at the end? Ask a few questions to be sure that they have a fair understanding of the text.

Next, read the story through once more, asking the children to listen and note down specific items of vocabulary or phrases. There are many possibilities for this – note shop names, note directions, note any numbers they hear etc. You could also ask them to listen and write specific repeated phrases in French on mini whiteboards – e.g. Little Thomas hates going shopping; little Thomas is very sad; it's raining etc.

Following this activity discuss aspects of the language with the children. There is much in the text that should be familiar to them – expressing likes and dislikes, directions, pause words, parts of the body.

Children listen carefully to a short story in French. They recognise that many phrases are repeated during the story and they join in appropriately choring phrases with the teacher.

Children demonstrate some understanding of the short story by responding to the teacher's questions in English.

Children listen for specific items of vocabulary and structures. They attempt to write the words and phrases as they occur in the story.

Children recognise familiar vocabulary and structures and make links with prior learning – e.g. parts of the body, likes and dislikes.

Parts 1 & 2: 30 minutes (continued)

Teaching Sequence



To complete this session, distribute picture cards and text cards from the story. See resource CD. Challenge the children to read the extract carefully and match it with the appropriate picture. They may work in pairs or groups for this activity. Show the ppt again so that children can check their work.

Pupil Activity

Children work collaboratively to match up text and corresponding image. As they do so they demonstrate an understanding of the French phrases.

Parts 3 & 4: 30 minutes

Teaching Sequence

Pupil Activity

Children can now complete display work. Ask them to draw Thomas and to draw a speech bubble with Thomas giving information about himself in French. You may need to model this for the children and remind them of possibilities and phrases learned in Y3 and Y4:

Bonjour, je m'appelle Thomas – Hello, my name is Thomas

J'ai... ans. – I am... years old (They can guess the age!)

J'adore le football – I love football

J'aime regarder le football – I like watching football

Je déteste faire du shopping – I hate shopping

J'ai un frère et un soeur – I have a brother and a sister

(If you would like to display the phrases initially to help children make a start or to support some children, they are available on OHT on the resources CD). The children can then complete their drawings of Thomas and write sentences to accompany illustrations.



Children complete drawings of Thomas and write a few sentences to give a written description of him. Some children may write just two sentences; others may be able to write several sentences including his likes and dislikes.

Lesson Six, Year 5

4 x 15 minutes

Lesson theme Christmas: L'arbre de Noël

Learning Outcomes

- Recite a short text with accurate pronunciation
- Follow the transcript of a short story
- Learn and join in singing a French carol

Framework Objectives

Oracy

O5.3: Listen attentively and understand more complex phrases and sentences

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.1: Reread frequently a variety of short texts

Intercultural Understanding

IU5.3: Compare symbols, objects or products which represent their own culture with those of another country

31

Core Vocabulary

la forêt	the forest
il neige	it's snowing
un sapin	a fir tree
je brille	I'm sparkling
une bougie	a candle

(revision)

noir	black
blanc	white
joli	pretty
je suis	I am
je ne suis pas	I am not
moi aussi	me too

Resources



- Text cards of core vocabulary
- OHT of finger rhyme (in two parts)
- OHT with words of song: **Etoile de Noël**
- OHT with transcript of play (Part one)
- Notes on Christmas

- **Joyeux Noël** activity book (pages 20,21,22,24,25,56,59)
- **Joyeux Noël** CD tracks 8 and 10



- The Christmas tree tradition
- Key vocabulary
- Finger rhyme: **Dans la forêt il neige**
- Play transcript: **Le petit sapin**
- Song: **Etoile de Noël**



Knowledge about language

- Develop accuracy in pronunciation and intonation
- Understand and use negatives

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use actions and rhymes to aid memorisation
- Practise new language with a friend and outside the classroom
- Pronounce/read aloud unknown words

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Begin the session with a discussion in English on the tradition of the 'Christmas tree'.

Do French people have Christmas trees too?

What other Christmas traditions are there in England and in France?

What are the similarities?

Are there any differences?



(Refer to: 'Notes on Christmas' on the resource CD for the answers to some of the questions).

The focus of the two Christmas lessons will be 'the fir tree' and activities will lead children to performing a short play in French.

Children can now be introduced to a finger rhyme which introduces the story of the fir tree (see page 20 – **Joyeux Noël**).



Present the text to the children in two parts on OHT/whiteboard (Use 'OHT of finger rhyme' on the resource CD). Read the text aloud with the children and perform the actions. Alternatively



play the sound CD track 32.

Continue with the second half of the finger rhyme. To perform this, the children will need a paper cap for three fingers which they can make easily from white paper. This represents snow on each tree. Again refer to page 20 of **Joyeux Noël**.

To complete the session, draw the children's attention to key words which they will use throughout the next two lessons as they practise the Christmas play.

Children consider the tradition of decorating a Christmas tree, where the tradition began and how it has developed. They consider other Christmas traditions at home and in France.

Children are introduced to the theme of this lesson and lesson seven as they prepare for a Christmas play. They learn and recite a finger rhyme using actions to help them remember the words. They read the accompanying text from the OHT and pronounce words accurately.

Children read and try to memorise key vocabulary for this lesson and the next. Their attention is drawn to key pronunciation rules:

- in
- ll

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity



These words can be introduced via IWB with images or on text cards (see 'Text cards of core vocabulary' on resource CD):

la forêt – the forest

il neige – it's snowing

un sapin – a fir tree

je brille – I'm sparkling

une bougie – a candle

Moi aussi! – Me too!



Practise reading each word/phrase aloud with the children. You can refer to the sound CD, track 31. Remind them of the sound of **in** at the end of **sapin**, and how the **ll** sound is pronounced in **brille**.

**NOTES:**

Part 2: 15 minutes

Teaching Sequence

Perform the finger rhyme again with the children. Allow the children to read from the text displayed on OHT.

Next, show the children a photocopy of page 21 from **Joyeux Noël**. The pictures represent the story of the little fir tree which they will perform as a play. Ask the children to identify what is happening in each picture, and discuss the story in English with the children.

Now give the children copies of page 22 of **Joyeux Noël** which provides a transcript of the story of the little fir tree and an English translation. Play **Joyeux Noël** CD track 10 and encourage the children to follow the transcript as they listen to the story read by a native speaker.

After the first hearing, discuss each paragraph with the children in English. Which picture does it match? See if the children can 'find the French' e.g:
Paragraph 1 – It's dark in the forest...
ssh etc.

After looking at each paragraph in turn and checking children's understanding of the story, play the CD again allowing children to follow the French once more.

Pupil Activity

Children recall a short text introduced last lesson and enjoy reciting it and performing actions.

Children are introduced to a longer French text which they will hear on CD. This forms the basis of the Christmas play. First children study pictures and identify what is happening in the story. Afterwards, they follow the transcript of the story as they hear it read aloud on CD. They study each paragraph in turn and scan the text for items of vocabulary.

NOTES:

Part 3: 15 minutes

Teaching Sequence

Explain to the children that they will soon perform a play and that some time over the next few sessions will be spent learning lines and rehearsing. The play will also include two Christmas songs.

During this session the children will learn and sing "**Etoile de Noël**". The music for the song is on page 59 of **Joyeux Noël** and a transcript can be found on page 56. Play track 8 on the **Joyeux Noël** CD and give the children the chance to listen to the song.

Then show the children a transcript of the song and the English translation and give them two minutes to read through the song, matching the French with the English.

Play the song several times to help the children become very familiar with the tune.

Pupil Activity

During this session children learn and sing a Christmas song. They follow the French transcript and also take time to match the French with the corresponding English translation. Children join in singing as they become familiar with the tune and lyrics.

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



6 Display the first part of the transcript for the play on OHT/whiteboard up to the line "**Moi je suis vert!**". Children can participate in the play and will represent the snowflakes and will narrate the story. 5 children will be needed to take on the roles of:

3 large trees

1 little tree

Father Christmas

and will have individual lines to say aloud.



33 Refer to the sound CD, track 33.

All the children will need to learn the first two paragraphs/verses (see pages 24 and 25 – **Joyeux Noël**).

Display the text, explain its meaning (which should now be quite familiar) and spend some time rehearsing it with the children. Pages 24 and 25 provide all the stage directions!

Complete this session by singing again the song introduced last session "**Etoile de Noël**" in preparation for the Christmas play.

Children study the first page of the play. They read the text aloud and understand the meaning of the French. They are encouraged to read accurately. Some children will take on a role in the play and will read aloud to the rest of the group.

Children enjoy singing the song and recognise the tune and become more familiar with the words.


NOTES:

Lesson Seven, Year 5

3 × 15 minutes; 1 × 30 minutes

Lesson theme Christmas: L'arbre de Noël

Learning Outcomes

- Learn and sing a French carol
- Make a traditional French Christmas sweet
- Join in performing a short story in French

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.1: Reread frequently a variety of short texts



Core Vocabulary

As for Lesson 6



Resources

- OHT with transcript of play (part two)
OHT with words of song: **Lentement**
- **Joyeux Noël** activity book
(pages 24, 25, 54, 56, 60)
Joyeux Noël CD tracks 8 and 12



Knowledge about language

- Notice different text types and deal with authentic text
- Recognise patterns in simple sentences

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use actions and rhymes to aid memorisation
- Pronounce/read aloud unknown words

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Using pages 24 and 25 of the **Joyeux Noël** activity book and the OHT transcript of the play, introduce the children to the second half of the play.

Begin by reading through the transcript, encouraging the children to repeat the lines after you as they follow the transcript.



Refer to the sound CD, track 34 if you wish. Take some time to check their understanding of the text and explain the meaning of each line to the children. (You may feel that you need to reduce the content included in this session and leave the ending of the play until a later session).

Spend some time now reading the lines through. When children feel confident with the French you can lead the children in a 'read through' of the play.

The children are introduced to the second half of the play. They study the transcript and repeat lines after the teacher. They understand the meaning of each line. Some children speak individually as they recite their lines; other children join in the chorus and read sections of the transcript with the teacher.

NOTES:

Part 2: 15 minutes

Teaching Sequence



During this session the children will learn another carol which can be performed at the end of the play. Begin by playing once more 'Etoile de Noël' from **Joyeux Noël** CD, Track 8. When children are confident with this carol, play track 12 'Lentement'. Display the OHT and trace a line under the text as the children listen to the recording.

(The transcript and English translation can be found on page 56 of **Joyeux Noël** and the music is on page 60).

Practise the new carol with musical accompaniment as appropriate. Before providing a translation you may choose to ask the children to look at the text in pairs to spot any words they already know. Circle these words as the children give feedback. Then help children understand the carol as you read it through.

Pupil Activity

The children practise the song introduced during the previous session. They learn a new song: "**Lentement**". They listen to the tune and read the transcript, spotting any familiar vocabulary in pairs.

NOTES:

Part 3: 15 minutes

Teaching Sequence

Include this session if you have sufficient time. Otherwise, continue the preparation for the class performance!

Refer to page 54 of **Joyeux Noël** where you will find a recipe for Christmas stars – '**Etoiles de Noël**'. This is a very simple recipe which doesn't involve cooking. You may choose to introduce the ingredients in French or to simply explain in English that these are traditional French Christmas treats. Children will enjoy watching them being prepared and tasting them later on.

Pupil Activity

Children observe the preparation of/ prepare themselves a traditional French Christmas sweet – '**Etoiles de Noël**'.

NOTES:

Part 4: 30 minutes

Teaching Sequence

Time is devoted here to practising the play and the carols in preparation for a performance to another class or to parents.

Pupil Activity

Children plan and practise their performance as they recite their lines, decide on costumes and learn the carols.

NOTES:

Lesson Eight, Year 5

2 x 15 minutes; 1 x 30 minutes

Lesson theme Keeping fit

Learning Outcomes

- Understand that eating well and taking exercise are necessary to be healthy
- Express likes/dislikes of different sporting activities in French
- Prepare a keep fit plan for the week ahead

Framework Objectives

Oracy

O5.2: Understand and express simple opinions

O5.3: Listen attentively and understand more complex phrases and sentences

Literacy

L5.2: Make simple sentences and short texts

35

Core Vocabulary

(revision of days of the week)

(revision of hobbies introduced in Y4)

jouer au + sport to play + sport

nager to swim

faire du jogging to go jogging

(revision of likes & dislikes)

Simple future tense:

Je vais I am going to

encore again

Resources



- Flashcards of hobbies
- OHT with listening transcript
- Word cards to form sentences
- Text cards with **je vais** & hobbies
- Keep fit plan

- Flip chart paper & markers

- Recommended resource: Chante en Français 1, Track 14, song: **Les jours de la semaine**



- Listening transcript
- The memory game
- **Encore/mais/aussi**
- Example sentences
- **Je vais**



Knowledge about language

- Recognise patterns and simple sentences
- Manipulate language by changing an element in a sentence
- Understand that words will not always have a direct equivalent in the language

Language and learning strategies

- Integrate new language into previously learnt language
- Use a dictionary or word list

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Discuss with the children in English the two aspects of being healthy; eating well and taking exercise. Explain to the children that this lesson will focus on exercise and that they will devise an exercise plan in French towards the end of the lesson.

Begin the session by singing the song to recap the days of the week: **lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche**. Refer to the sound CD, track 12.



You will find a song on the days of the week in *Chante en français 1*, Track: 14. Next give each child a piece of paper which they should fold into 8. With the words of the days of the week displayed on the board, ask the children to unfold the paper and write at the top of each square a different day of the week.

Explain to the children that you are going to share with them the sport/activities you do on each day of the week. They should listen very carefully and draw a quick sketch to represent the activity for each day in the appropriate square. Provide a demonstration on the board. (Bearing in mind the children have met most of this vocabulary in Year 4 and the number of cognates, you can attempt this activity with the children without formally revising all the verbs beforehand).



Lundi, j'aime jouer au tennis.

Mardi, j'aime faire du jogging.

Mercredi, j'aime nager.

Jeudi, j'aime danser.

Vendredi, j'aime encore jouer au tennis.

Samedi, j'aime jouer au badminton.

Dimanche, j'aime regarder la télévision.

Children listen to the teacher and understand that diet and exercise are essential for a healthy lifestyle.

Children join in singing the days of the week to a familiar tune.

Children focus on the written words for days of the week and attempt to copy the words correctly onto their paper.

Children listen carefully to the teacher and try to draw a symbol to represent the activity they hear. As they do so, they recall vocabulary introduced last year, and they also recognise cognates.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Read the transcript through twice to allow children to complete the activity, and then display it on the OHP. See resource CD: 'OHT with listening transcript'. Read the sentence once more and invite a volunteer to select and hold the corresponding flashcard from a set at the front of the class.

After the children have checked their work on their piece of paper, focus their attention on the transcript and display just the section for Friday, Saturday and Sunday. Play a memory recall game and cover up one word while the children close their eyes. Challenge them to recall the word. Emphasise the meaning and use of the word "**encore**".

Children correct their work and focus on a transcript of the listening activity on the OHT. Some children will match the written words heard during the activity to flashcard images of sports and hobbies.

Children focus again on the transcript and attempt to recall concealed words from memory. They encounter and learn the word '**encore**' (again).

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Display a short paragraph on the board/OHP e.g: **J'aime jouer au football, mais je n'aime pas jouer au rugby. J'aime nager et j'aime aussi danser.**

Draw a circle around the phrases expressing likes/dislikes. Take a different colour to draw around the hobbies.



There are just three words remaining: **mais, et, aussi.**

Ask the children if they recall the meaning of these words (but, and, also) Next, distribute a set of words to pairs of children. Use resource provided on



the resource CD: 'Word cards to form sentences'.

Ask the children to use the cards to try to form short sentences in French. They should aim to form two sentences with correct word order. You may choose to leave your 'model' paragraph displayed for reference if you feel the children need that level of support.

Repeat the above activity with a second set of word cards, as provided on the resource CD.

Finally, give the children a few minutes to 'create' their own paragraph by substituting previously learned vocabulary into the sentences. From Y4 children may recall:



danser – to dance
regarder la télévision – to watch TV
nager – to swim
lire – to read
jouer au football – to play football
aller au parc – to go to the park

Children focus their attention on a short paragraph expressing likes and dislikes. The structures should be familiar to the children from work covered in Year 4.

Children's attention is drawn to '**J'aime**' and '**Je n'aime pas**' and then to the verbs relating to hobbies.

Children study three connectives used in the short paragraph. They consider the meaning of each of the words and discuss the words and their position in the sentence with the teacher.

Children sequence the words on the cards to form a sentence in French. Some children will be able to do this without support, drawing on prior learning and their understanding of sentence structure. Other children will need to refer to a 'model' paragraph.

Children recall vocabulary learned during Y4 and manage to use the language in a new context as they substitute individual words in the paragraph.

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity



You may choose to 'brainstorm' this vocabulary before children attempt the task. The set of coloured flashcards provided on the resource CD includes these Y4 activities.

At the end of the writing task, it would be a good idea to show 2 or 3 examples of the children's work either using an OHP or IWB. Encourage the children to discuss the pieces of work of the paragraph such as the use of connectives to link sentences together.

**NOTES:**

Parts 3 & 4: 30 minutes

Teaching Sequence

Pupil Activity

Begin this session by playing a 'recall' game.

Give each pair/group of children a large piece of paper and a marker. Tell the children that they are not allowed to write anything until you give the instruction. Next, read slowly a list of verbs in French: (use the sound CD, track 40, if you wish)



40
 jouer au rugby
 jouer au tennis
 jouer au football
 jouer au badminton
 jouer au basket
 danser
 nager
 regarder la télévision
 lire
 aller au parc

Read the list again slowly. Next, give the children a four minute challenge to recall and write down as many hobbies as they can remember from the list.

Once the children have attempted the task, you can collect their suggestions and invite children to write the words over a 'graffiti' wall or you can record them on the board for reference.



The children will now work on a 'keep fit' plan which they can complete using ICT for display. You will need the 'Text cards with **je vais** & hobbies' on the resource CD.



Show the children the verb '**Je vais**' on text card and then place it in front of a verb e.g:

Je vais

jouer au football

Children listen carefully to a list of hobbies read aloud in French twice. They then enjoy the challenge of trying to recall and write down as many of the hobbies as possible in the time allowed for the activity.

Individual children attempt to write some of the verbs on a 'graffiti' wall.

Children's attention is drawn to a new key verb – **Je vais**. They see how it is used to form sentences and note that the words do not have a direct equivalent, as 2 words in French are used to express 3 words in English.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity



Demonstrate the use of the verb e.g:

41 Samedi, je vais jouer au football

Explain to the children that '**Je vais**' is a verb meaning "I am going". Draw the children's attention to the fact that 2 words in French = 3 words in English here.

Invite a volunteer to come to the front to be the teacher and form another sentence with the text cards. The rest of the class should try to provide the English meaning. See text cards provided on the resource CD.



Following on from this activity show the children an example of a keep fit plan (see resource CD) e.g:



8 Lundi – Je vais jouer au football – 30 minutes



41 Mardi – Je vais nager – 20 minutes

The children can use this format to decide upon and create their own plan for the week ahead.

Complete this session by emphasising the need to be active for at least one hour a day.

Children practise using '**Je vais**' to form simple sentences and attempt to translate from French to English.

Children prepare a keep fit plan following a model. They use ICT and present their work attractively for display purposes.

Children understand the importance of regular exercise for healthy living.

NOTES:

Lesson Nine, Year 5

1 × 30 minutes; 2 × 15 minutes

Lesson theme Keeping Healthy

Learning Outcomes

- Be able to find words in a dictionary and check spelling
- Understand that taking exercise is an essential part of keeping healthy
- Know how to say numbers 1 – 50 in French
- Join in a playground game, reciting French with accurate pronunciation

Framework Objectives

Oracy

O5.3: Listen attentively and understand more complete phrases and sentences

Literacy

L5.1: Reread frequently a variety of short texts

L5.3: Write words, phrases and short sentences using a reference



Core Vocabulary

Revision of sports/hobbies vocabulary

Numbers: revision of 0 – 20

plus:

trente

thirty

quarante

forty

cinquante

fifty

Resources



- OHT with words of rhyme:

Jouons au ballon!

OHT of numbers 20 to 40

Bingo cards 0 to 50

Snakes and Ladders game

OHT with words of songs



- Chante en français 2,
Track 5, song: **Compte!** (20 – 40)
Track 6, song: **Compte!** (40 – 60)

- Bilingual dictionaries



- Dictionary work

Jouons au ballon!

Numbers 20-40

Number grid

Snakes and ladders



Knowledge about language

- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Use actions and rhymes to aid memorisation
- Use a dictionary or word list
- Pronounce/read aloud unknown words

Parts 1 & 2: 30 minutes

Teaching Sequence

Begin this lesson by setting the context: keeping healthy. Explain to the children that during the next few sessions they will discuss the effects of taking exercise on the body.

During this thirty minute sequence children will practise using a bilingual dictionary to check the spelling of vocabulary they will need later on. They will also take exercise by playing a playground game in French.

Distribute dictionaries to each pair of children and ask the children to look up and write out the French for the words/phrases displayed on the board:

to go jogging
to play football
to dance
to swim
to watch television
to read

Some of the children will be able to recall this vocabulary from memory. They should still consult the dictionary to check spelling.

When the children have completed this activity, invite volunteers to the board to supply the French. If children have had difficulty locating words in the dictionary, take time to demonstrate the process of looking up and identifying vocabulary needed. (Dictionary work will feature in future lessons).

Pupil Activity

Children listen to the introduction and then work in pairs using a bilingual dictionary. They remember that the dictionary has two halves. They look up familiar vocabulary to check spelling before writing the words. They understand the process of looking up words in the dictionary and become familiar with the abbreviation (v) to indicate a verb.

Parts 1 & 2: 30 minutes (continued)

Teaching Sequence

Pupil Activity



Next, find an empty space for children to play a playground game. Display the words of the rhyme on OHT:

Jouons au ballon!

Tous en rond

Tous en rond

Jouons au ballon

(Pierre) au centre

lance le ballon!

Attention tout le monde!

Une fois, deux fois, trois fois

A toi... (Anna)!

(All in a circle

All in a circle

Let's play ball

(Pierre) in the centre

Throws the ball

Watch everyone!

Once, twice, three times

To you... (Anna)!



Play the sound CD track 43 or read the text yourself.

The game is as follows: as the children chant the rhyme, one child stands in the centre of the group while the other children (approx 6) form a circle around.

The child in the middle throws the ball high in the air twice and catches it. Again, the child in the middle throws the ball in the air a third time and calls the name of a child to replace him/her. This child must then run into the middle to catch the ball before it bounces on the ground.

If the children can see the rhyme as they chant it with the teacher, they will quickly become familiar with the words and will enjoy playing the game.

Parts 1 & 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity

When the children have settled after playing the game in groups, study the rhyme again.

Make the sound '**on**' and ask the children to look at the text and identify how many words they can find which contain the sound.

Practise saying aloud: **rond, jouons, ballon, attention, monde.**

Finally, chant the rhyme again with the children as they read the text.



NOTES:

Part 3: 15 minutes

Teaching Sequence

Discuss with the children how the heart beats faster when we take exercise. Blood is pumped quickly to the muscles during exercise and the pulse rate increases. Explain to the children that they will check their pulse rate in the next lesson.

To do this, the children will need to know numbers to fifty in French. Revise numbers 0 – 20, which children learned in Y3 and Y4. You could do this using a variety of number games: adding/subtraction, ladders type games, saying numbers aloud and stopping and encouraging children to say the next in the sequence, number sequence activities, children counting in pairs up to twenty etc.



Show on OHT numbers 20 – 40 and invite children to identify the pattern in counting in French.

Practise **trente** (30), **quarante** (40), **cinquante** (50) and ensure that children are confident at pronouncing these numbers.



Two songs are available in Chante en français 2, track 5 for numbers from 20 to 40 and track 6 for numbers from 40 to 60. Note that you can practise numbers using Chante en français 2, tracks 5 and 6.



Next, play a game of Bingo with the children using the bingo cards provided on the resource CD. Try to avoid repeating the numbers in English and invite children to be the 'caller'.

Pupil Activity

Children understand the context for learning high numbers and understand that they will need to be familiar with counting up to 50 for subsequent activities.

They revise numbers 0 – 20, learned in Y3 and Y4 and notice the pattern for counting in French.

They note that 21, 31, 41 are exceptions and are formed using an additional 'word' – **et:** and

Vingt-et-un, trente-et-un, quarante-et-un.

Children focus on new numbers: 30, 40, 50 and practise pronouncing them as they focus on the written word.

Children enjoy listening to French numbers as they play a game of Bingo. They call 'Lotto' as they complete their card.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Children can now take time to revise and consolidate numbers 1 – 50 as they play Snakes and Ladders in pairs. See resource CD for the game. Each time they land on a square they should be encouraged to say the number in French. Alternatively, this game can be played on the interactive whiteboard with the teacher playing against the children.

To complete the lesson, play again the playground game: '**Jouons au ballon!**' If time/space, make it difficult for children to play the game, show the text again and challenge each group of children to practise it for a few moments before reading it aloud with accurate pronunciation to the rest of the class. Reward groups as appropriate!

Children play a game of Snakes and Ladders and practise using and recalling French numbers as they do so. They are encouraged to say the numbers aloud with accurate pronunciation.

Children look again at the text practised earlier: '**Jouons au ballon!**' They practise reading in groups and present it with accurate pronunciation.

NOTES:

Lesson Ten, Year 5

1 × 40 minutes; 1 × 30 minutes

Lesson theme Keeping Healthy

Learning Outcomes

- Understand that exercise causes the pulse rate to increase
- Be able to understand comparative statements in French
- Contribute to a classroom display in French, illustrating the relationship between exercise and increased pulse rate

Framework Objectives

Oracy

O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

Literacy

L5.2: Make simple sentences and short texts

L5.3: Use words, phrases and short sentences, using a reference



Core Vocabulary

Revision of vocabulary for sports/hobbies

Revision of numbers: 0-50

Comparisons:

...plus... que... ...more... than...

Revision of **Je vais** + verb –

I'm going to...

Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Apply knowledge of rules when building sentences

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Integrate new language into previously learnt language
- Use a dictionary or a word list

Resources



- OHT of hobby phrases
- OHT of sample graphs
- OHT with words of song: **Qu'est-ce que tu vas faire?**
- Results grid
- OHT of circles

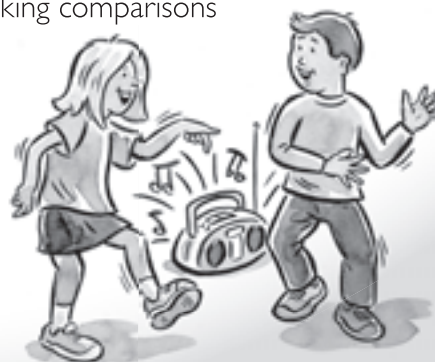


- Chante en français 2, Track 7, song: **Qu'est-ce que tu vas faire?**

- Stop watches
 - CD player + music
 - Footballs
 - Books
 - TV
 - Display materials
- for taking pulse rate activity.



- Revising vocabulary
- Pulse rate activity
- Key vocabulary: **Je vais...**
- Recording results
- Graphing results
- Making comparisons



Teaching Sequence**Pupil Activity**

In this lesson children will undertake an experiment, testing their pulse rate before and after exercise.

Begin the session by displaying the following phrases on the board/OHP/IWB: (See resource CD: 'OHT of hobby phrases')



jouer au football
danser
parler en français
regarder la télévision
faire du jogging
lire

Say each of the phrases and ask for translations as you do so. Next, explain the nature of the activity: to check the effect of 2 minutes of each activity on the pulse rate.

Explain to the children how the pulse rate is taken and demonstrate the process by taking the pulse rate of a volunteer for 30 seconds. Record the result on the board, stating the number in French as you do so. Repeat the activity with another volunteer.

Next, invite each volunteer to select an activity from the six on the board and put the question:



'Qu'est-ce que tu vas faire?'
Encourage the answer:
'Je vais + verb'

Once the children have selected the activity, give them the equipment they need (e.g. football, music for dancing, TV switched on, book etc) and time them doing the activity for 2 minutes. Then take their pulse again for 30 seconds and state the number in French as you record it.

The children look at the six phrases on the board. They listen carefully as they are read aloud by the teacher and volunteer translations.

Children watch as the teacher demonstrates how to take the pulse rate. They listen to the result recorded in French for two volunteers.

Two children select an activity to undertake for two minutes and respond to the teacher's question by forming an answer in the future tense, practised in an earlier lesson:

'Je vais + infinitive'

Two volunteers undertake the activity and their pulse rate is recorded before and after.

Parts 1 & 2: 40 minutes (continued)

Teaching Sequence

Discuss in English with the children the results. Did the activities selected have any effect on the pulse rate?

The children can now work in pairs, following the example given: **A** records the pulse rate of **B** for 30 seconds before activity and again after activity. **B** can select any activity with **A** asking:

'Qu'est-ce que tu vas faire?'

+ **B** responding:

'Je vais...'

It might be easier to use a large space/hall for the next part of the session, with a small area for each activity: dancing, playing football, watching TV, reading, jogging on the spot, speaking French (for this activity the children have to recall all the words they know/sentences they can say in French!).

Before the children begin their experiment, emphasise the need to record the scores in French and practise the question/answer sequence:



A: Qu'est-ce que tu vas faire?

B: Je vais lire

(A: What are you going to do?

B: I'm going to read)

You may choose to demonstrate the activity with two children before all the children begin their work.

Pupil Activity

Children look at the results recorded and consider any effect the activities undertaken may have had on the pulse rate of the two children.

Next, children listen carefully to the teacher's instructions and demonstration, as they prepare to carry out a similar experiment, working with a partner.

Children practise asking and answering the question:

'Qu'est-ce que tu vas faire?'

Je vais...

Teaching Sequence

Pupil Activity



When the children have completed the activity, complete the results grid on the resource CD



Nom	Avant	Activité	Après

Children state their names, pulse rate before the activity, activity undertaken and pulse rate following the activity.

Each child must volunteer their information in French e.g:

Paul	45	danser	61
------	----	--------	----

If there is insufficient time for this, the children could complete their information on the grid later on.



You will find available on the Chante en français 2 CD, track 7, the song: **Qu'est-ce que tu vas faire?** The transcript of the song is on the resource CD. The song can be used at the teacher's discretion.



The song can be used at the teacher's discretion.

NOTES:

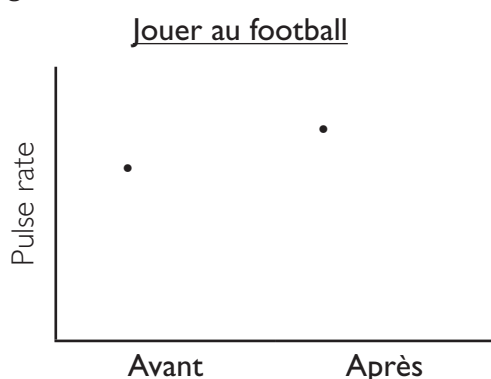
Teaching Sequence

Pupil Activity

Using the data recorded during the last session, consider with the children how the information can be represented on a graph and show some examples of these to the children. See resource CD: 'OHT of sample graphs'.



e.g.



Avant – before **après** – after

Use different coloured dots for individual children

(Blue dot) = Paul

(Green dot) = Anna

(Red dot) = Sophie

Using the information collected put some more children on a different graph e.g. Lire

When you have results plotted for two different activities, see if any comparisons can be made. Does the pulse rate change after reading? Playing football? Dancing? How do the results for the activities compare?

When you have formed some conclusions with the group, through discussions in English, write the following French statement:



Jouer au football est une activité plus énergique que lire.

Children look at the data collected during the last session and study a graph showing the effect of the activity on the pulse rate of several individuals.

They understand that the coloured dots represent different children and can understand the graph. They look at a second graph showing the results for children who undertook a different activity and make comparisons.

The children are introduced to a short, comparative statement in French. They discuss a possible meaning of the sentence in English and then attempt to substitute other verbs into the sentence.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence**Pupil Activity**

Give children a minute to discuss what it might mean, then explain how the sentence is formed and invite children to swap **lire** for another activity. Can they substitute **jouer au football** for another activity?

The children can now begin to produce some work for a display in French. Some children could draw and label hobbies in French, others could produce a graph showing results for an activity or write one or two short comparative sentences e.g:

Children produce some work for display – a graph, a short sentence in French or the title for the display.



48 'Danser est une activité plus énergique que parler en français.'

A title for the display could be:



49 L'exercice physique est très important!

Conclude the session by reinforcing key points:

- that we need exercise to stay healthy.
- that when we exercise our pulse rate increases and our muscles work harder.

Children's attention is drawn to the importance of taking regular exercise to stay healthy.

**NOTES:**

Lesson Eleven, Year 5

1 × 20 minutes; 3 × 15 minutes

Lesson theme Keeping Healthy – Food: likes/dislikes

Learning Outcomes

- Be able to say ten food items in French with accurate pronunciation
- Demonstrate understanding of others expressing likes/dislikes
- Locate words in a bilingual dictionary
- Take part in a conversation expressing likes/dislikes of different foods, using stalling strategies as appropriate

Framework Objectives

Oracy

O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

O5.2: Understand and express simple opinions

Literacy

L5.3: Write words, phrases and short sentences, using a reference

Intercultural understanding

IU5.3: Compare symbols, objects or products which represent their own culture with those of another country

51

Core Vocabulary

(revision of fruit covered in Y3)

le pain	bread
la baguette	French stick
le riz	rice
les pâtes	pasta
les pommes de terre	potatoes
le jambon	ham
* le poisson	fish
* le fromage	cheese
l'eau	water
le yaourt	yoghurt
* le chocolat	chocolate
* la glace	ice-cream
* le gâteau	cake
les biscuits	biscuits
* les chips	crisps
* les frites	chips
la salade	lettuce/salad
les carottes	carrots
les petits pois	peas
* revision – Y3	

Resources



- Flashcards of food items
- Text cards of food items
- PPT presentation of food items
- PPT presentation: likes/dislikes of food
- Transcript of audio recording
- Gap filling worksheet
- Mini flashcards of food items
- OHT with words for traditional chants



- Chante en français 2, Track 8, chant: **Craque le bon pain**, Track 9, chant: **A la soupe**

- Bilingual Dictionaries

- Recommended resources: Early Start French pack 2 DVD



- Typical English/French food
- Key vocabulary
- Talking about foods you like or dislike
- Transcript activity



Knowledge about language

- Manipulate language by changing an element in a sentence
- Apply knowledge of rules when building sentences

Language and learning strategies

- Integrate new language into previously learnt language
- Use actions and rhymes to aid memorisation
- Use a dictionary or word list

Part I: 20 minutes

Teaching Sequence

Pupil Activity

During this session children are introduced to several new items of food vocabulary and some items of vocabulary covered in Year 3. The work will mainly be at word level, as children look at visual images and see the French word as they hear it said aloud.

Begin the lesson by setting the context for the next few lessons. Children will learn about:

- different foods
- how to express likes/dislikes in French
- what people should eat to stay healthy
- what is typically eaten by a French child

Ask the children if they can name any foods that they think represent typical 'English food'. Children may mention roast dinners, fish and chips, amongst others. Ask the children if they can name any 'typical' French food. They may mention 'frogs legs', which are in fact not eaten very often in France! However, they might have heard of **croissant**, **pain au chocolat** or **baguette**.



Introduce the children to five items initially and explain to the children that these would be differences they would notice immediately if they were to stay with a French family:

le pain – bread

la baguette – French stick

le yaourt – yoghurt

l'eau – water

le chocolat chaud – hot chocolate

It would be better to bring in real items to teach this vocabulary, but flashcards, text cards and a PPT presentation are available on the resource CD.

Children listen to an introduction to the next series of lessons.

Children consider food that is considered 'typical' English food.

Children consider food items which they would encounter if staying with a French family and recognise some immediate differences in eating habits between France/England. They see either the 'real item' for each new word or a visual image accompanied by the written word.

Part I: 20 minutes (continued)

Teaching Sequence

Pupil Activity



Show the written word as you introduce the vocabulary. Use text cards provided in the resource file. Explain the following:

- most families eat bread in the form of a **baguette** – **un pain** is also a French stick, but thicker than a baguette. It is bought fresh from the bakers/ supermarket each day.
- **le yaourt** – this is very often served as a dessert and often fruit or yoghurt is eaten for ‘pudding’. Yoghurts are generally eaten “**nature**”, plain, sometimes with just sugar. Generally French families do not eat the variety of ‘puddings’, which are traditionally eaten in England.
- **l’eau** – water is very often the only drink served for children at meal times.
- **le chocolat chaud** – children often have a bowl of this at breakfast and dip bread into it.

Following this explanation, introduce some of the words listed under core vocabulary. Some children will have covered much of this in Year 3 and you may be able to introduce most of the vocabulary during this session. Use either OHTs or PPT presentation on resource CD or resources provided on IWB CD to practise the new vocabulary.



If time allows, the DVD sequence from Unit 10 of Early Start French Pack 2 is an ideal resource to share with the children at this point. Here they will see lots of examples of food being prepared/eaten, such as children eating their breakfast, cheese on the market stall, children eating a picnic lunch.

Children listen and repeat vocabulary as they learn more words for food items. They aim to repeat with accurate pronunciation and try to memorise the new vocabulary as they play language games.

Children have the opportunity to watch a DVD sequence showing French children buying/eating different food items. The sequence reinforces key vocabulary items and allows them to spot cultural similarities and differences.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



During this session the teacher presents a Powerpoint presentation showing likes/dislikes of certain food items. This presentation revises the phrases:

J'aime – I like

Je n'aime pas – I don't like

which have been covered in both the Y3 and Y4 scheme.

Children listen to a presentation, revising food terms and likes/dislikes phrases as they do so. They read the phrase as it appears on the screen.



As the teacher reads aloud the words (or plays the sound CD, track 53), the children also see the written words accompanying the recording, which reinforces vocabulary introduced during the last session.

After the initial presentation, spend a few minutes revising/extending individual vocabulary items from the core vocabulary list.

Children revise/extend food vocabulary through memory games/activities.



Children now listen to an audio recording during which they hear a French speaker stating foods that she likes/dislikes.



Distribute a set of mini flashcards to children in pairs/groups. The children then listen to the recording and after each statement heard on the CD, they show 'thumbs up' if the person likes the food/thumbs down if not, and also one member of the group/pair holds up the mini flashcard of the corresponding food item.

Children listen attentively to a recording by a native French speaker. They listen for key words and give a non-verbal response, demonstrating understanding.


NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

To provide further practice of the new vocabulary and to give children the opportunity to become more skilled in looking up words in the dictionary, play a game whereby children have to look up a list of French food items in the dictionary, making a note of the page number for each word. You could make this more challenging by setting a time limit for a list of five words. This activity will help reinforce new vocabulary and spelling, as well as enhancing dictionary skills.

In the next sequence, children practise asking/answering the question:

Tu aimes...?

e.g.



A: Tu aimes le jambon?

**B: Oui, j'aime le jambon –
Et toi?**

A: Non, je n'aime pas le jambon.

Begin by asking one or two volunteers a question and encourage them to move from a yes/no answer to a complete sentence.

Then, demonstrate the conversation using two puppets. If you have a FLA or Teaching Assistant present, you could model the conversation with him/her.



Before the children begin practising a similar conversation in pairs, show a 'model' conversation, (see 'Transcript of audio recording' on the resource CD). Ask the children if they can remember any of the 'stalling' words introduced last term. These include:



Et alors – well...

Eh bien – well...

Mmm – Mmm...

Voyons – Let's see...

Children practise using a dictionary to look up a list of words. As they do so, they revise food vocabulary introduced during the last session.

Children listen as the teacher models a conversation about likes/dislikes. They listen to other pupils attempting to answer questions posed by the teacher.

Children recall 'stalling strategies' mentioned in an earlier lesson. They remember some of the examples given and attempt to include them in their own conversations.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

They would aim to include one of these words/phrases as they practise their conversation e.g.



A: Tu aimes le fromage?

B: Eh bien, oui, j'aime le fromage.

Et toi?

A: Mmm. Non. Je n'aime pas le fromage.

Children can now begin working in pairs practising a conversation to present to the rest of the class.

Children ask/answer questions in French as they work with a partner. Some children will present their work to the rest of the class.

 **NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



During this session children listen to a recording several times. Play the sound CD, track 54. As they do so, they work in pairs to try to complete the gaps in a transcript of the recording. To do so, they select words from a list provided. See



'Gap filling worksheet' for lesson eleven. This activity helps the children to listen attentively to a longer passage, read by a native speaker.



Complete the activity by showing the children a completed transcript of the recording and reading it through altogether.

As the children sometimes have difficulty just listening to a recording, try to build their confidence in listening by recognising their achievements with this task.



You will find available on the Chante en français CD 2, traditional French chants related to food (Tracks 8, 9). The



transcript of these chants can be found on the resource file CD. The songs can be used at the teacher's discretion.

Children listen to a recording and work in pairs to complete gaps in the transcript. They match the sound to the written word as they attempt the activity.

Children see the full transcript and correct their work. They read the passage with the teacher, attempting accurate pronunciation and authentic intonation.

NOTES:



Lesson Twelve, Year 5

1 x 45 minutes; 1 x 30 minutes

Lesson theme Keeping healthy

Learning Outcomes

- Produce PPT presentation with sentences stating likes/dislikes
- Extend basic sentence by introducing connectives: et, mais, aussi
- Understand the importance of healthy eating and design a balanced meal, with food items labelled in French

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.2: Make simple sentences and short texts




Core Vocabulary

Food items – as for lesson 11

Revision of connectives:

et	and
mais	but
aussi	also

Resources

-  Mini flashcards of food items
OHT with words of song: **J'aime/je n'aime pas**
-  Chante en français 2, Track 10, song: **J'aime/je n'aime pas**
- Bilingual dictionaries
ICT Equipment
-  Revision of connectives
The food pyramid:
Proteins and carbohydrates



Knowledge about language

- Manipulate language by changing an element in a sentence
- Understand and use negatives
- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Integrate new language into previously learnt language
- Use a dictionary or word list

Teaching Sequence

Begin the session by inviting some children to present their conversations from the previous session.

Next, present on the board 2 simple statements:

J'aime le fromage – I like cheese
Je n'aime pas le jambon – I don't like ham



Read the sentences aloud (or use the sound CD, track 58) as they stand and then state them again, linking them with the connective '**mais**': **J'aime le fromage mais je n'aime pas le jambon.** (I like cheese but I don't like ham)

Ask the children if they can remember the meaning of the word '**mais**' and demonstrate how it links the two statements together.

Give another example:

J'aime le fromage **et**
J'aime **aussi** **le jambon**

Invite the children to guess/identify the meaning of **et/aussi**.

To give some practice in forming these sentences, play dictation games with mini whiteboards. Read aloud a sentence and encourage the children to write it correctly on mini whiteboards and then hold it in the air for it to be checked. Show the children the original sentence so that they can make comparisons.

Pupil Activity

Children present pair work conversations, stating likes/dislikes. They use a question form and speak with authentic intonation, raising their voice as they ask the question.

Children study two sentences and listen as the teacher demonstrates how they can be linked with a connective.

Children practise writing the sentences stated by the teacher. They practise writing extended sentences as they do so and then compare their work with the original sentence to check for accuracy.

Parts 1 & 2: 45 minutes (continued)

Teaching Sequence**Pupil Activity**

Next, give the children time to work individually or in pairs to produce a PPT presentation on their likes/dislikes. Explain to the children you are looking for:

- interesting content
- accurate spelling
- longer sentences with connectives

Some children may like to continue this work at home.

Make time for volunteers to present their work to the rest of the class or to another class in school.

If time and at the discretion of the teacher, the song: **J'aime/je n'aime pas** could be played: Track 10 in Chante en français 2. This song presents an opportunity to practise the vocabulary learnt and the lyrics are available on the resource CD.

**NOTES:**

Teaching Sequence**Pupil Activity**

Take time to discuss with children different food groups in English and use the terminology you consider appropriate in terms of the science curriculum. You may choose to talk about proteins/ carbohydrates/minerals and vitamins/fats if you consider this appropriate. Explain the foods in each category and emphasise the importance of healthy eating and a balanced diet.



Next, refer the children to the sets of mini flashcards of food items. The flashcards have the picture and name of the food in French. Give the children time working in pairs to try to group the foods together.

When the children have completed the card sort, check how they have chosen to group the foods and discuss this with them. Discuss which foods are 'healthy/unhealthy'.

Using the OHP or IWB show the children the food groups:

**Les protéines:**

le jambon

le poisson

Les hydrates de carbone:

le riz

les pâtes

le pain etc

Explain, as appropriate, that some foods are high in fat and sugar: e.g. cream cakes, chocolate.

Next, ask the children to design a balanced meal, labelling the food items in French. Ask the children to refer to the dictionaries or word lists and to aim for accurate spellings.

Children's learning in science is reinforced as they consider the different food groups and the importance of a healthy, balanced diet.

Children reflect on the information they have heard and attempt to group the foods using mini flashcards. As they do so, they revise the core vocabulary for this lesson.

Children are introduced to the terminology for good groups in French and watch as the teacher groups the different foods under different headings.

Children demonstrate an understanding of the key points of healthy eating by designing what they consider to be a 'balanced' meal. They label the food items in French and refer to a bilingual dictionary to check their spelling.

Lesson Thirteen, Year 5

1 x 15 minutes; 1 x 30 minutes; 1 x 15 minutes

Lesson theme Keeping Healthy: Food and eating habits in France

Learning Outcomes

- Memorise and present a short rhyme
- Identify similarities and differences in eating habits and customs between the UK and France
- Share strategies for learning vocabulary with other children

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.1: Reread frequently a variety of short texts




Intercultural understanding

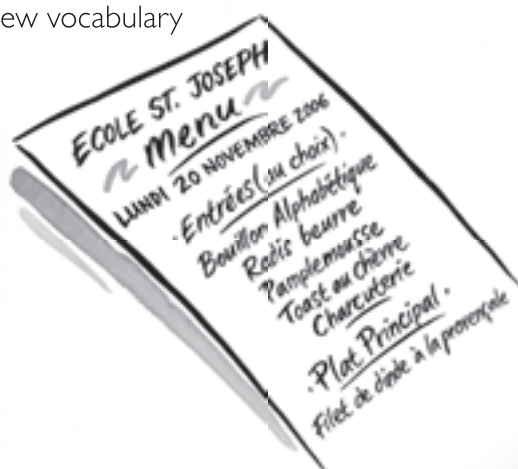
IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country

Core Vocabulary

No new vocabulary

Resources

- 
 - OHT with words of the rhyme: **Pan, pan, pan**
 - OHT with French school lunch menus
 - OHT with English school lunch menus
 - OHT with translation/explanation of French menus vocabulary list
- 
 - Chante en français 2, Track 11, rhyme: **Pan, pan, pan**
 - Bilingual dictionaries
- 
 - **Pan, pan, pan**
 - Comparing French and English eating habits
 - New vocabulary



Knowledge about language

- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Use context and previous knowledge to help understanding
- Pronounce/read aloud unknown words
- Use a dictionary or word list

Teaching Sequence

Pupil Activity

During this session the children will practise singing/chanting a traditional rhyme. A recording of the rhyme can be found on track 11 of Chante en français 2:



Pan Pan Pan.

Maman est à Caen.

J'ai mangé deux oeufs,

La tête à deux boeufs,

Cent livres de pain,

Et j'ai encore faim.

(Pan, pan, pan.
Mum is in Caen.
I've eaten two eggs,
Two cows' heads,
A hundred pounds of bread,
And I'm still hungry.)



Play the recording without the text at first and then show the text on OHP/IWB.

Practise chanting it with the children and emphasise the **an** sound in **pan, maman, Caen, mangé**. Also emphasise the pronunciation of **pain** and **faim**.

Next, invite a child (ren) to come to the board/OHP to underline any familiar words.

Children listen to the recording first and then follow the lines of the rhyme as they hear it for a second and third time. Their attention is drawn to key letter strings and the specific sounds they make.

One child (two children) underline words encountered during previous lessons.



Up to now children have met:

Maman – Mum/Mummy

est – is

j'ai – I have

deux – two

oeufs – eggs

la tête – head

pain – bread

et – and

encore – still/again

faim – hunger/hungry – (from Hungry Caterpillar – Y3)

Part I: 15 minutes (continued)

Teaching Sequence**Pupil Activity**

Explain that **Caen** must be the name of a proper noun, due to the capital letter. Here it is the name of a place. See how much of the rhyme you can 'decode' with the children and then provide an English translation.

Next, ask the children to practise the rhyme in groups. You could then chant the rhyme in rounds, bringing a group in after every two lines. Alternatively, you could listen to each group in turn and award points for involvement, pronunciation etc.

Check also whether any groups are able to recite the rhyme without written support.

Children work with the teacher as they try to work out the meaning of the rhyming piece.

Children work in groups as they practise reading the short text with accurate pronunciation and intonation. They try to recite the rhyme from memory.

**NOTES:**

Teaching Sequence

Pupil Activity



The children now have the opportunity to consider traditional eating times/habits in the UK and compare them with meal times in France. Much of the discussion here will centre around school lunches and the resource CD provides copies of typical English and French school lunch menus. The focus in this session is on comparing mealtimes and not on acquiring lots more vocabulary.

Begin by sharing the menus with the children and ask them if they notice anything. During the discussion that follows about meals and mealtimes at home and in France, it will be interesting for the children to consider the following:

- School lunches in France are always three courses, not two. The first course is often a vegetable/salad. The main course is often smaller than a typical English main course, and may consist of just two items.
- Generally children in France have school dinners, not packed lunches.
- French schools are usually closed on Wednesdays (hence no menus on Wednesdays). The children come to lessons on Saturday mornings.
- Children do not often drink fruit juices or sugary drinks with meals. Usually they only drink water with a meal. Older children may drink a little wine and water during the evening meal with their family.
- The evening meal in France is generally eaten anytime between 8 and 10 pm – much later than in England. For this reason when children come home from school they have '**un goûter**', a snack consisting of milk, a biscuit, yoghurt or something to stop them from being too hungry as they wait for the evening meal. Young children may need to go to bed early and they therefore eat before the parents.



Children look at school lunch menus from schools in France and schools in England. They consider anything interesting/significant as they compare the two.

Children listen to and contribute to a discussion which focuses on eating habits in the UK and in France. As they find out more information about French customs, they reflect on their own everyday experience and consider how their lifestyle may be different to a French child's.

Parts 2 & 3: 30 minutes (continued)

Teaching Sequence**Pupil Activity**

- Drinking tea throughout the day is a very English habit. Tea is rarely drunk in France and never accompanies a meal.

It is likely that the children will have ideas and lots to contribute during this session. Encourage them to think about our routines and eating habits and how this can vary from family to family. Do they have the same routine at weekends? What is different?

If time allows you could play the DVD from Early Start French Pack 2 for Unit 11. This sequence will give the children the opportunity to watch a family meal time in France.

You could also play the traditional chants available on Chante en français 2, tracks: 8 and 9.



Children watch a video sequence which allows them to observe at first hand some of the aspects of French life that they have just discussed.

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

The purpose of this session is to develop the children's ability to memorise vocabulary and to make explicit to them useful strategies they can employ to help the process.



Choose a list of five new food vocabulary items which the children encountered as they studied the French school lunch menu(s). Show the words on the OHP or IWB. Use the resource CD: 'French menu vocabulary list'. Firstly, practise pronouncing each word with the children and make any relevant connections



between sound/spelling – key letter strings etc. (Refer to sound CD track 62).

Next, show the children the English meanings for each word in the list.

Explain to the children that they now have two minutes to try to learn as many of the words on the list as they can in the time limit. After two minutes, give the children time to discuss in groups how they tried to learn the words and any particular strategies they used.

Ask the children to note down in each group two or three strategies they used or any top tips they have for learning all or any of the words.

After a few minutes, take feedback from each group and note down any useful strategy mentioned on the board or flip chart.

After all the ideas have been collected, ask the children to vote on the ideas mentioned so that you have a 'top three strategies' poster by the end of the session.



Note: The French menus are read on the sound CD, track 63.

Children look at a list of five words displayed in French and consider how to pronounce each new word. They use their prior knowledge of sound/spelling rules to help them work out how to say each word.

Next, the children look at the English meaning for each word and try to memorise some or all of the new vocabulary during a two minute interval. After two minutes, the children share strategies for remembering individual words in a list of vocabulary. Their ideas are pooled as the groups give feedback and children then vote on the best methods mentioned.

Lesson Fourteen, Year 5

2 x 15 minutes; 1 x 30 minutes

Lesson theme Food: a French breakfast**Learning Outcomes**

- Know what is eaten at breakfast time in France
- Be able to say the name of six breakfast food/drink items in French
- Take part in a breakfast role-play situation, offering/asking for/accepting/refusing items in French

Framework Objectives**Oracy**

O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

Intercultural understanding

IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country

64

Core Vocabulary

un croissant	a croissant
un pain au chocolat	name for a rectangular pastry with dark chocolate in the centre
un pain aux raisins	name for a circular pastry with currants and raisins
une tartine	a slice of bread and butter
un chocolat chaud	a hot chocolate
un jus d'orange	an orange juice
Tu veux...?	Would you like...?
Je voudrais...	I would like...

Resources

- Text cards of food/drinks
- OHT with role-play phrases
- Flashcards of food/drinks
- Real food items for role-play (baguette, etc.)
- Props for role-play (tablecloth, plates, etc.)
- Camcorder
- Funding to pay for breakfast items!
- Recommended resources: Early Start French Unit 10 DVD



- Key vocabulary – breakfast items
- Key vocabulary – conversation

**Knowledge about language**

- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Integrate new language into previously learnt language
- Use actions and rhymes to aid memorisation
- Practise new language with a friend and outside the classroom

Part I: 15 minutes

Teaching Sequence

If the resource is available, begin this session by playing the section of the Early Start Pack 2 Unit 10 DVD sequence which shows 'Breakfast at Arnaud's house'. This will give the children the opportunity to notice the differences between a French/English breakfast.

Ask the children what they noticed from the DVD. This can lead to a discussion on a typical French breakfast.

If this resource is not available, make the children aware of the following points:

- As in England, what is eaten at breakfast time does vary from family to family.
- Often children have bread and a bowl of hot chocolate at breakfast time. Cereals may also be served.
- Freshly squeezed orange juice is often served.
- On special occasions or at weekends a French breakfast is often more elaborate with fresh bread and pastries such as **croissant, pain au chocolat, pain aux raisins**.



Next, if possible show children the 'real' items for each of the foods listed under vocabulary or use the flashcards provided on the resource CD.



Take each of them and hold it high as you repeat the French with the children.



After all six have been practised, show the children the text cards for each item and invite a volunteer to come to the front to place the text cards against the corresponding items. Read each aloud with the class.

Pupil Activity

Children have the opportunity to watch a breakfast scene in a French household. They note any differences between a typical French/English breakfast.

The children learn some interesting facts about typical eating habits in France.

Children focus on some new items of vocabulary. They practise pronouncing the words for breakfast items and then match the written word with the food/drink item.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Explain to the children that during the next session they will act out a breakfast role-play scene in French. (They may like to invite the HT or another member of staff to the special breakfast). Begin planning with the children what they will need for the role-play:

- one long table
- table cloths
- paper plates and cups
- orange juice
- **croissants, pain au chocolat, pain aux raisins**
- coffee (**café**) for the adults!

Explain that during the French breakfast French must be spoken so the children will need some key phrases:

Tu veux...? Would you like...?
Je voudrais I would like
S'il te plaît/s'il vous plaît*
 please
merci thank you
non, merci no thank you



*S'il te plaît is the familiar form and is used from pupil to pupil or teacher to teacher. S'il vous plaît is more formal and used from pupil to teacher.



These can be displayed using the OHT provided.

Using real food items (or the flashcards provided) from last session, practise offering, accepting and refusing items:
 e.g.



Tu veux un jus d'orange?
Oui, merci.

Tu veux un croissant?
Non, merci.

Je voudrais un pain au chocolat.
Merci.

Children listen to the teacher as the context for the next session is explained.

Children focus on key phrases which they will need to practise in preparation for the breakfast role-play. They see the written text on OHT as they practise saying each phrase aloud with the teacher.

Individual children come to the front of the class and practise offering/accepting items, using real food items. Some children will have learned the phrases and be able to say them from memory, others may need the written support on OHT.

Part 2: 15 minutes (continued)

Teaching Sequence



14 Divide the children into groups with a set of six flashcards in the middle of a circle of children. The children take turns to pass on the question/answer sequence around the group by selecting a flashcard and offering a food/drink item to the person on their left.

Close the session by agreeing arrangements for the French breakfast.

Pupil Activity

Children work in groups using a set of six flashcards. They take turns in offering/accepting food and drink items. This gives the children lots of practice in key phrases which they will use at the breakfast table.

Children understand the arrangements and the role they will play in preparing the French breakfast.

**NOTES:**

Parts 3 & 4: 30 minutes

Teaching Sequence

Using the phrases learned last session, children can now enjoy the French breakfast. It will make the event extra special if they invite a 'guest'. You may like to take photos of the event or to record the children using French at the table. Also you may like to play as background music some of the French songs and chants related to food from the Chante en français CDs 1 and 2.

Pupil Activity

Children enjoy a French breakfast offering food items to each other in French and accepting foods offered by the teacher. They communicate in French and try to pronounce the words and phrases accurately.

**NOTES:**

Lesson Fifteen, Year 5

1 × 25 minutes; 1 × 30 minutes; 1 × 15 minutes

Lesson theme Preparing a traditional dessert

Learning Outcomes

- Be able to follow a demonstration in French of the method for making a dessert
- Recreate the method using sentence cards
- Write a simple shopping list of the ingredients needed to make the dessert, using a reference

Framework Objectives

Oracy

O5.3: Listen attentively and understand more complex phrases and sentences

Literacy

L5.2: Make simple sentences and short texts

L5.3: Write words, phrases and short sentences using a reference



Core Vocabulary

le beurre	butter
le sucre	sugar
des oeufs	eggs
le sel	salt

Please note: the recipe in this lesson contains raw eggs

Resources



- OHT with ingredients
- OHT with recipe
- Sentence cards for recreating recipe
- OHT with words of song:
La mousse au chocolat



- Chante en français 2, track 12, song:
La mousse au chocolat

- Ingredients and equipment for demonstrating the method for making recipe
- Bilingual dictionaries



- Ingredients
- Method
- Ordering activity



Knowledge about language

- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Use context and previous knowledge to help understanding
- Use a dictionary or a word list
- Pronounce/read aloud unknown words

Teaching Sequence

Pupil Activity

Explain to the children that they are going to watch how you prepare a very typical French dessert: **une mousse au chocolat**, often offered as a choice in restaurants. Explain that you will show them the ingredients and take them through the preparation using French. The children can enjoy watching what you do and enjoy listening to the French. You can use the recording on the sound CD or read the French yourself.



To begin, show the ingredients to the children and display the list of ingredients in French on OHP/IWB. As you read aloud each of the ingredients – or play the sound CD – hold up the items in turn or ask one of the children to do this.



Repeat this stage twice more to reinforce the vocabulary.

Next, begin to prepare the mousse by following the method:



(Note an audio recording is available on the sound CD, track 69)

- 1. Fais fondre dans une casserole 100 gr de beurre et 150 gr de chocolat noir**
Melt 100g of butter and 150g of dark chocolate in a pan
- 2. Sépare 4 jaunes d'œufs des blancs**
Separate the white from the yolk of 4 eggs
- 3. Dans le bol des jaunes ajoute 2 cuillères à soupe de sucre**
Add 2 soup spoons of sugar to the bowl containing the yolks
- 4. Mélange bien**
Mix well
- 5. Ajoute le chocolat fondu et le beurre**
Add the melted chocolate and butter

Children listen to an introduction to the lesson.

Children look at the ingredients as they hear the French for the quantity and the ingredient. Some children may hold up the ingredients mentioned by the teacher in French as they become familiar with the new vocabulary.

Children observe the preparation of **mousse au chocolat**. They watch what the teacher does and listen carefully to the French phrases which they hear on a recording or said aloud and repeated by the teacher.

Part I: 25 minutes (continued)

Teaching Sequence

Pupil Activity

6. **Dans le bol des blancs d'oeufs
ajoute une pincée de sel**
Add a pinch of salt into the bowl
containing the egg whites
7. **Bats les blancs en neige**
Beat the egg whites
8. **Ajoute délicatement les blancs au
mélange**
Delicately add the egg whites to the
mixture
9. **Remplis des petits pots**
Place the mixture into serving dishes
10. **Laisse au réfrigérateur 1H30**
Leave to set in the fridge for 1 1/2
hours

NOTES:



Teaching Sequence

Pupil Activity



Again display the list of ingredients needed to prepare chocolate mousse using OHT/IWB.

Explain to the children that they can now have a turn at preparing the '**mousse au chocolat**'.



Next, take the phrases for the first half of the method and display them for the children to read. Use: 'OHT with recipe' in the resource file. Take each one in turn and ask the children to discuss in pairs/groups what it might mean. Take answers for each instruction and then begin the first half of the method, focusing the children's attention on each instruction as the dish is prepared.

Choose different children for each stage of the method and take digital photos which can be used later for a display.



After completing the first half of the method, give each pair of children an envelope containing the first five instructions on card. Use: 'Sentence cards for recreating recipe' on resource CD. Ask the children to try to put the instructions into the correct order. Show the children the correct version on the OHP before you begin the second half of the preparation. Give them time to check their answers.

Next, invite more children to help with preparation and continue with the method, revealing each instruction on the OHP as you do so. (Remember the photographs!)

When the chocolate mousse is prepared and left to set, again give each pair of children an envelope containing sentence cards of the instructions from 6-10 and challenge the children to sequence them in the correct order.

Complete this session by reading through each instruction with the children. This will help to develop their pronunciation skills and will give them practice in reading unfamiliar vocabulary.

Children look at the French list of ingredients, displayed on OHT.

Children now focus on the instructions/phrases taken from the method. They look at the instructions numbered 1-5 and consider in pairs/groups what each one might mean. Next, children become actively involved in the preparation of the desserts, as they carry out the instructions.

After completing stages 1-5, children work in pairs to try to sequence the written instructions into the correct order using sentence/phrase cards.

Children then look at the correct version of stages 1-5 and compare this with their own attempt.

Once again, children assist in preparing the dessert as they follow the instructions for numbers 6-10. As each instruction is followed, the children's attention is drawn to the written text on OHP. When the second half of the method has been completed children are again challenged in pairs to sequence the instructions for stages 6-10 using sentence cards.

Children attempt to read through the text with the support of the teacher. They tackle unknown vocabulary and imitate the pronunciation of their teacher.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

As the children have now seen the preparation of '**mousse au chocolat**' twice, they will probably be able to recall the ingredients.

During this session ask the children to prepare a shopping list which can be used as part of a display. Ask them to include the ingredients for making '**mousse au chocolat**' on their list.

Children should have access to a bilingual dictionary (or word list) so that they can check/look up the words they need and spell accurately.

When children have completed this task a display can be created (entitled **Mousse au chocolat!**) which could include shopping lists, instructions and digital photos.



If time and for fun, the children could be invited to listen to the song: **La mousse au chocolat**, from Chante en français 2, CD track 12, and put their hand up every



time they hear the word **chocolat**. The lyrics of the song are available on the resource CD.

NOTES:

Lesson Sixteen, Year 5

2 x 15 minutes; 1 x 25 minutes; 1 x 20 minutes

Lesson theme Date/Weather

Learning Outcomes

- Be able to give the date in French
- Be able to identify the date from an audio recording
- Be able to understand and say nine weather conditions with accurate pronunciation
- Be able to identify the type of material heard on audio recording

Framework Objectives

Oracy

O5.3: Listen attentively and understand more complex phrases and sentences

Literacy

L5.1: Reread frequently a variety of short texts

L5.2: Make simple sentences and short texts

Core Vocabulary

Aujourd'hui, c'est le lundi 10 octobre

(Revision of days of week/months of year)

il fait froid	it's cold
il fait chaud	it's hot
il fait beau	it's lovely weather
il fait mauvais	it's poor weather
il y a du soleil	it's sunny
il y a du vent	it's windy
il y a du brouillard	it's foggy
il pleut	it's raining
il neige	it's snowing

Knowledge about language

- Manipulate language by changing an element in a sentence
- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Integrate new language into previously learnt language
- Use actions and rhymes to aid memorisation
- Practise new language with a friend and outside the classroom
- Look and listen for visual and aural clues
- Pronounce/read aloud unknown words

Resources



- Months of the year in random order
- Text cards – **Aujourd'hui, c'est**
- OHT with sentences stating date colour coding
- Pair work cards – days of week, numbers, months of year
- Transcript of audio recording: **quelle est la date?**
- Transcript of audio recording: weather forecast/ **la météo**

OHT with words of song:

Sur la route de Châtillon

OHT with jumbled weather expressions

Weather flashcards

Weather text cards



- Chante en français 2, Track 13, song: **Sur la route de Châtillon**

- Box of props
- Mini whiteboards

- Recommended resources:

Early Start Pack 2 DVD

Chante en français 1, Track 16, song: **Les mois**



- Revision days of the week and months of the year
- Key vocabulary x 2
- Substitution game

La météo

Key weather vocabulary x 2

Missing letters game

Sur la route de Châtillon

Sentence building

Guess the weather game

Sorting game

Pronunciation of: **eau**



Part I: 15 minutes

Teaching Sequence

Pupil Activity

Set the context for the next two lessons saying the date, revising months of the year and describing the weather.

Begin this session by asking the children to work in pairs to recall all the days of the week in French. Give them one or two minutes and then invite children to present the days of the week by chanting them for the rest of the class. You could also use the sound CD, tracks 71 & 72 for days of the week and for months of the year.



Next, use either the whiteboard or a worksheet to present a list of the months of the year in random order. Remind the children that days of the week and months of the year do not begin with capital letters in French, and then challenge the children to work in pairs to rewrite/reposition the months of the year in the correct order. Ask the children to check that they can pronounce the months as they re-order the words.

Correct this activity orally, ensuring that the children can pronounce this key list of vocabulary accurately.

Complete the first session by singing with the children the months of the year song from *Chante en français 1*, track 16.

Children work collaboratively to recall the days of the week in French. Some children will present their work to the rest of the class.

Children work in pairs to re-sequence a list of months of the year in French. They discuss the pronunciation of each word with their partner as they complete the task.

Children join in singing a song to revise the months of the year.

NOTES:

Teaching Sequence

Pupil Activity



Show the children two text cards:

Aujourd'hui

c'est

State a sentence orally, e.g:



"Aujourd'hui, c'est le lundi 10 octobre."

Then ask the children to guess what you are saying.

Focus on the pronunciation of the two key words on text cards and make a link between the pronunciation of 'hui' and the number 8 – 'huit'.

Show the children a completed sentence on the board/OHP:

Aujourd'hui, c'est le samedi 4 mai

Underline the day of the week, number and month in a different colour. Then say aloud one colour used and invite a volunteer to change that element of the sentence by substituting an alternative e.g:

Rouge!

Aujourd'hui, c'est le dimanche 4 mai

Bleu!

Aujourd'hui, c'est le samedi 4 décembre

Rouge and vert!

Aujourd'hui, c'est le lundi 9 mai



Use the OHT provided on the resource CD: "OHT with sentences stating date colour coding".

Play this substitution game for a few minutes, until children can confidently change one or two elements of the sentence, and then distribute a set of cards to the children which contain parts of the sentence. Use the OHT provided on the resource CD: 'Pair work cards'.



Children study two text cards. They focus on the spelling and pronunciation of each word and guess the meaning of the two words as they are used in a sentence.

The children study a model sentence. They listen carefully to the colour stated by the teacher and then attempt to arrange an element of the sentence by substituting one word for an alternative.

Part 2: 15 minutes (continued)

Teaching Sequence

Children can work in pairs for this activity. Firstly ask children to listen to the date you say and hold up the corresponding day of the week and month of the year. They can hold one card each. Practise this several times prior to playing the audio recording – “**Quelle est la date?**” – What is the date?



During the audio recording the children will hear a series of dates read aloud.



They should work in pairs to find the cards to match the statement they hear for each one. Pause the CD after each sentence and check that the children have managed to do this.

Pupil Activity

Children listen carefully to the date stated by the teacher and hold up the corresponding cards.

Children listen carefully to an audio recording with French spoken at near normal speed. They attempt to find the correct word/number cards to match the date they hear on the recording.

**NOTES:**

Teaching Sequence**Pupil Activity**

Tell the children that they are going to listen to a recording of some spoken French. As they listen to the recording, they should try to work out what they are listening to. Explain that they will not understand it and you will not ask them difficult questions about it!



(A transcript of the recording is available for the teacher on the resource CD). Show the possibilities on the board/OHP: a song, a joke, a conversation, a weather report, a recipe, an extract from a pantomime.



Next, play the recording on the sound CD, Track 75 (The weather forecast 'La météo') twice and ask the children to guess what it might be. Discuss with them how they worked this out and the strategies they used.

The children may have identified the words **froid/chaud** (cold, hot) from the extract, which they encountered in Y3 and Y4.



Use flashcards and text cards or images on the IWB to practise five weather conditions in this section: **il fait froid** (cold), **il fait chaud** (hot), **il y a du soleil** (sunny), **il y a du vent** (windy), **il y a du brouillard** (foggy).



After practising the new structures with images and text, reveal just the written form of the weather conditions on the board. Focus on the pronunciation of each phrase. The three new words **vent**, **soleil** and **brouillard** will all need to be practised repeatedly.

Now play a miming game with the children, which will allow them to practise both the meaning and the spelling of the new vocabulary. Distribute mini whiteboards and ensure that the five weather conditions are clearly visible on the board/OHP.

Children listen to an authentic recording of a weather forecast. As they listen, they try to identify the sort of text they are listening to.

The children practise saying and reading the French expressions for five weather conditions. They focus on the images and written word as they practise each new phrase.

Children practise pronouncing the new vocabulary.

Children watch a mime presented by the teacher and attempt to write the corresponding French phrase accurately on mini whiteboards.

Part 3: 25 minutes (continued)

Teaching Sequence

Pupil Activity

Next, mime a weather condition. The children guess which one it is and write the corresponding French phrase on mini whiteboards. You can make this competitive if desired by awarding points to the first child/team to have the correct answer held in the air.

Play another game to focus children's attention on the written words. Ask the children to close their eyes and then remove a letter/letters from each weather condition displayed. Challenge the children to work in pairs/groups to work out the missing letter in each phrase.



Complete this session by displaying the text of a short traditional rhyme on OHP or IWB. Encourage the children to join in singing as they listen to and read the words of: '**Sur la route de Châtillon**'. Play



Chante en français 2, track 13. If time allows, invite a child to circle all the words recognised in the short rhyme:

(**cochon** – pig – Y4
petit – small – Y3, Y4
j'ai – I have – Y4
dans – in – Y4
mon – my – Y4, Y5
froid – cold – Y4, Y5
je – I – Y3, Y4, Y5
il – He – Y4
chapeau – hat – Y5
chaud – hot – Y4, Y5)

Children work collaboratively to quickly identify the missing letters from the list of key weather expressions, introduced so far.

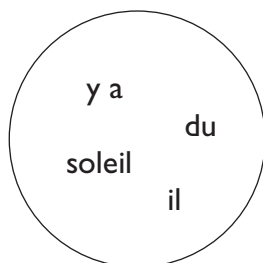
Children enjoy listening to/reading and reciting a short traditional song. Some of the vocabulary featured in the song will be familiar to them from previous lessons.

Part 4: 20 minutes

Teaching Sequence

Pupil Activity

Begin the session by revealing circles on the OHP or IWB containing words in French. Invite the children to make a sentence from the words in the circle, e.g:



Children attempt to recall the word order of the expressions introduced during the last session. They 'unscramble' the words in each circle to form weather expressions.



Repeat this activity using the resource provided (see 'OHT with jumbled weather expressions'), which will help children to recall the structures practised during the last session.



Next, introduce two more weather conditions, using the images and text cards provided:



il pleut – it's raining
il neige – it's snowing

Children practise two new weather expressions.

Practise the new expressions orally several times before playing a game to reinforce the meaning of the seven weather expressions learned so far.

For this activity you will need a box containing props to demonstrate different weather conditions. Invite a volunteer to the front of the room. As you say a weather condition the volunteer must look in the box and choose something to demonstrate the meaning of the phrase, e.g:

The children listen carefully to the weather condition stated by the teacher and individual children choose a prop to demonstrate understanding of the phrase.

il y a du soleil – sunglasses/suncream

il fait froid – hat/scarf

il fait chaud – fan

il pleut – umbrella/wellies

il y a du brouillard – torch

il y a du vent – kagoul

il neige – gloves, ski hat, sledge

Part 4: 20 minutes (continued)

Teaching Sequence

Pupil Activity

Repeat this activity by allowing a volunteer to select a prop and the rest of the class to guess the weather.

One volunteer chooses a prop and other children state the corresponding French phrase.

If time allows you could give further practice of the new phrases by playing a matching game either using the IWB resources or flashcards and text cards. Set a timer and challenge individual pupils to match up as many images with the correct text in a 20 second time limit.

Children practise the meaning of the new expressions by matching up images and text.



Next introduce the final weather conditions included in this lesson:

Children learn two more expressions. They study the written words and use prior knowledge to work out how to pronounce each word. Their attention is drawn to other familiar French words containing the same letter string.

il fait beau – it's beautiful weather
il fait mauvais – it's bad/poor weather



Show the children the French phrases for these two expressions and ask the children to work out how to pronounce each one. You can make links to other words with the same letter strings e.g:



beau, gâteau, bateau, château, oiseau, eau etc.

You may choose to show the DVD material from Early Start French Pack 2 at this point. Here children will see French children using familiar phrases to describe weather conditions. See page 70 of the Early Start pack for further details.

Children watch a DVD sequence showing French children describing different weather conditions in towns in their country.

**NOTES:**

Lesson Seventeen, Year 5

1 x 15 minutes; 1 x 40 minutes; 1 x 25 minutes

Lesson theme Weather/Seasons

Learning Outcomes

- Make up a short rhyming poem using weather conditions
- Join in presenting a mini weather report in French
- Write two/three sentences describing the weather in each season in the UK

Framework Objectives

Oracy

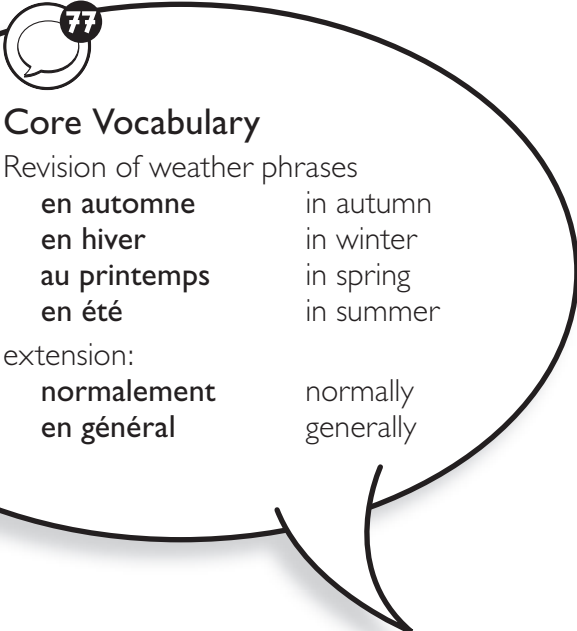
O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.3: Write words, phrases and short sentences, using a reference

Intercultural understanding

IU5.2: Recognise similarities and differences between places



77

Core Vocabulary




Revision of weather phrases

en automne	in autumn
en hiver	in winter
au printemps	in spring
en été	in summer

extension:

normalement	normally
en général	generally

Resources

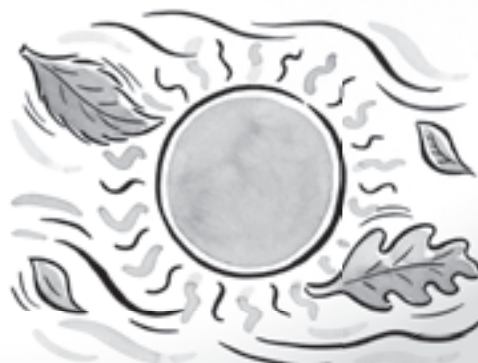
- 
 • Information sheet on weather/climate in France
 OHT with words of song: **Quel temps fait-il?**
 Prompts for weather presentation
 Transcript of recording linking seasons and weather phrases
 Handout of prompts for written work
 OHT with weather expressions
 List of towns
 OHT with words of song: **Les saisons**
- 
 • Chante en français 2, Track 14, song: **Quel temps fait-il?**, Track 15, song: **Les saisons**
- Map of France (poster available from La Jolie Ronde Ltd)
- 
 • Key vocabulary x2
Quel temps fait-il?
 Weather report
 Seasonal weather

Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Integrate new language into previously learnt language
- Practise new language with a friend and outside the classroom
- Use a dictionary or word list



Part I: 15 minutes

Teaching Sequence

Pupil Activity



Begin the session by showing children a map of France with several cities/places labelled on the map. Explain that France is a very large country twice the size of Britain and as such, the weather can be very varied within the country. Use the 'Information sheet on weather/climate in France' on the resource CD to talk to the children about the different regions of France and typical weather conditions in each region.

Children listen carefully as information is shared with them regarding the climate in France. Some may have visited France and may like to contribute by talking about the weather they experienced whilst on holiday.



Next, show on the OHP or IWB a list of the weather conditions introduced last session. See 'OHT with weather expressions' on the resource CD. Explain to the children that it is quite easy to make a rhythmical rhyming poem using place nouns and weather conditions. Explain that it can be a rather nonsensical short rhyme, providing a quick revision of key phrases and pronunciation before they prepare a weather presentation next session.

Children work in pairs to produce a short rhyming piece following an example provided by the teacher. They use their knowledge of pronunciation and sound patterns to help them produce one or two rhyming sentences in French.

Challenge the children to make one of their own and provide two examples:



78 A Marseilles, il y a du soleil
A Dinan, il y a du vent



79 Next allow the children to work in pairs or individually for five minutes to try and write two more examples. You could



show them the list of French towns provided on the resource CD.



Ask volunteers to offer suggestions before displaying the text of the weather song '**Quel temps fait-il?**' Children can now join in singing the song as they follow the French words on the IWB/OHP. Use Chante en français 2 CD, track 14 and the resource CD for the lyrics of the song.



Children volunteer their suggestions to extend the poem.

Next, children join in singing a song describing the weather. They follow the text of the song as they join in singing.

Parts 2 & 3: 40 minutes

Teaching Sequence

Pupil Activity

During this session the children will work in pairs to produce a mini weather report using PowerPoint.



A handout is provided ('Prompts for weather presentation') on the resource CD to give the children some prompts e.g:



Bonjour!
Aujourd'hui, c'est le mardi 9 novembre
et voici la météo...

A Paris il y a du vent et il pleut –
température maximum: 9 degrés.

A Bordeaux il fait beau et il y a du soleil
– température maximum: 14 degrés.

(Hello. Today is Tuesday, 9th November and here's the weather report..
In Paris it's windy and raining – maximum temperature 9°.
In Bordeaux it's beautiful, sunny weather – maximum temperature 14°.)

Using the prompts provided, the children can substitute different dates/cities/ weather conditions and temperatures, with visual material to support.

You may choose to invite some pupils to present their weather report towards the end of this session. Explain to the children that when they present, you are listening for:

- confident, audible speakers
- accurate pronunciation
- a good attempt at sounding French

You may choose to mark the work, giving scores such as:

content	_/5
pronunciation	_/5
fluency	_/5

Children use a prompt sheet to help them produce a weather report, using PowerPoint. They substitute their own information into key phrases, using previously learned language. They have a clear understanding of how their work will be marked, and they enjoy using ICT to produce their presentation.

Part 4: 25 minutes

Teaching Sequence

Pupil Activity

Begin this session by concluding weather presentations from the previous session, or by singing once more the weather song: '**Quel temps fait-il?**'

Children listen to presentations or join in singing the weather song once more.

Next, write on the board

en automne
en hiver
au printemps
en été

Children study four new expressions and listen to sentences in which this new vocabulary is used. Having heard the sentences, the children guess the meaning of the new phrases.



and describe the weather for each season in one or two sentences. You may prefer to use a recording for this – see sound CD, track 82. The transcript is on the resource CD 'Transcript of recording linking seasons and weather phrases'.



After this short presentation, ask the children what the meaning of each of the four phrases could be. Invite a child to come to the board to write the English equivalent next to the French.

Now model a short piece of writing for the children, stating the season and the weather.

Children watch as the teacher demonstrates a short piece of writing in French.



En automne il y a du vent et il pleut.

En hiver il fait très froid et il neige.

Au printemps il y a du vent et il y a du soleil. Quelquefois il pleut.

En été il fait chaud.

The children listen as the teacher explains how he/she is constructing each sentence and then the children participate as the activity is repeated, suggesting possible weather conditions for each season.

More able learners might be able to add quantifiers – **très** (very)
assez (quite)
and one or two time phrases:



quelquefois – (sometimes)
en général – (generally)
normalement – (normally)

Part 4: 25 minutes (continued)

Teaching Sequence

Pupil Activity

You will be able to judge the appropriate level for your class.

Repeat the process of modelling the written work with children volunteering suggestions.

Next, ask the children to write a few short sentences in French to describe the weather. A prompt sheet (giving all key vocabulary) to help the children construct the sentences is provided on the resource CD. See 'Handout of prompts for written work'.



Note that a song about the seasons is available on the Chante en français 2 CD, at the discretion of the teachers. It is on track 15: **Les saisons**. A transcript of the



song can be found on the resource CD.

Using a prompt sheet, the children write a few short sentences describing the climate in England. More able children use additional vocabulary to extend their basic sentences.

NOTES:

Lesson Eighteen, Year 5

1 x 15 minutes; 1 x 20 minutes; 1 x 30 minutes

Lesson theme Weather/Saying where you live/Points of the compass
Working with extended texts

Learning Outcomes

- Learn and join in singing a traditional French song
- Identify different word classes and specific vocabulary in an extended authentic text
- Be able to say where you live and reuse previously learned language to describe the climate

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.1: Reread frequently a variety of short texts



Core Vocabulary

J'habite à + town	I live in
dans le nord	in the north
dans le sud	in the south
dans l'ouest	in the west
dans l'est	in the east
de l'Angleterre	of England

Resources



- OHT with words of song: **Vive le vent**
Transcript of audio recording: weather forecast/**Météo**
Translation of audio recording
La météo challenge sheet
La météo challenge sheet answers
OHT with Points of compass
Example sentences
OHT with jumbled sentences
Phrases to rearrange
OHT with words of song: **Questions**



- Chante en français 2, Track 16, song: **Vive le vent**, Track 17, song: **Questions**



- **Vive le vent**
Silent letters
Linking weather to seasons
Key vocabulary
Editing a sentence
Arranging sentences
Teacher scribing

Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Recognise the typical conventions of word order in the foreign language

Language and learning strategies

- Integrate new language into previously learnt language
- Use context and previous knowledge to help understanding
- Look and listen to visual and aural clues



Teaching Sequence

Pupil Activity

Begin by setting the objectives for this session: to be able to read the transcript of a traditional French song with accurate pronunciation (remembering that 's' is not usually pronounced at the end of the word!) and to learn the tune and lyrics.



Next, play the song on Chante en français 2, track 16 and display the lyrics on OHT or IWB (use the resource CD):



Vive le vent
Vive le vent
Vive le vent d'hiver
Qui s'en va sifflant soufflant
Dans les grands sapins verts
Oh!
Vive le temps
Vive le temps
Vive le temps d'hiver
Boule de neige et jour de l'an
Et bonne année Grand-mère

Ask the children to identify the tune. (The song is sung to the tune of Jingle Bells and a translation is provided with the CD).

After listening to the song, challenge the children to find the word for 'winter' (**hiver**) then for 'wind' (**vent**) and then for 'snow' (**neige**). You could continue this activity by asking the children to find two adjectives (**grands, verts**).

Children listen to objectives for the first session. They are reminded of a key pronunciation rule.

Children listen to a new song and follow the transcript as they listen.

Children scan the text for key vocabulary items related to weather, which were introduced in lesson 16.

**NOTES:**

Part I: 15 minutes (continued)**Teaching Sequence**

Next, read the text with the children, pausing every so often to check their pronunciation. Emphasise that the **t** is silent at the end of:

vent
sifflant
soufflant
and the s is silent at the end of:
dans
grands
sapins
verts
temps

(The children should be familiar with this rule through previous work in French).

Finally, play the song several times and encourage the children to join in singing.

Pupil Activity

Children attempt to read the text with accurate pronunciation. Their attention is drawn to pronunciation rules concerning consonants at the end of words.

Children enjoy singing the song with the teacher.

**NOTES:**

Part 2: 20 minutes

Teaching Sequence

Pupil Activity

Explain to the children that they will now work in pairs on an extended piece of text and will practise scanning the text for key information. The text is a weather report from France.

Begin by displaying the first two lines of the weather report on IWB or an OHT.



See resource CD: 'Transcript of audio recording: weather forecast/**météo**'.

Explain again to the children that they will **not** be expected to understand every word.

Invite a volunteer to the board to underline the name of a season and month in French in the first two lines of the text (**automne, novembre**).

Ask another volunteer to come to the front to underline a weather condition (**brouillard**).



Next give out a 'challenge sheet' to pairs of pupils. Use: '**La météo** challenge sheet' from the resource CD. Children now work in pairs to find answers to all sections on the worksheet, drawing on their previous knowledge and also using techniques such as skimming and scanning to find a 'way through' their longer piece of text. Allow the children ten minutes to complete the challenge, and then discuss their answers as you highlight the features



of the text on the board. Use '**La météo** challenge sheet answers' on the resource CD.

Finally, praise the children for their achievements. This is their first attempt at understanding some specific details from a long, very complex and authentic reading passage and they may need some encouragement.

Children listen to the introduction to the session and understand the nature of the task presented.

They complete activities with the teacher where they scan for key words, prior to completing a 'challenge sheet' with a partner – As they complete the challenge the children use skills of skimming and scanning to find relevant information.

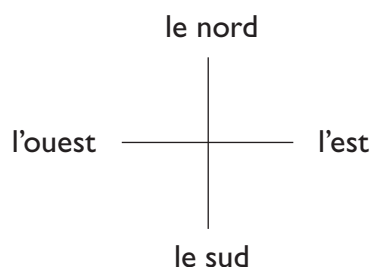
Children listen as answers are discussed and individuals explain how they arrived at answers.

Teaching Sequence

Pupil Activity



Introduce the children to the points of the compass on the OHT/IWB.



State a sentence: **J'habite à Wakefield, dans le nord de l'Angleterre.** Encourage the children to guess the meaning of your sentence in English. If they find this difficult, give more examples:

J'habite à Southampton, dans le sud de l'Angleterre.

J'habite à Hull, dans l'est de l'Angleterre.

(The pronunciation of points of the compass is difficult, in that usual rules don't apply: the t at the end of **l'ouest** and **l'est** is pronounced, as is the **d** at the end of **sud**. Please refer to the sound file for support).

Next display the key phrase: "**J'habite à Wakefield dans le nord de l'Angleterre**" on either OHT or IWB.



Show additional example sentences provided on the resource CD.

Play for a few moments at substituting different words into the sentence to change the meaning and invite children to suggest new sentences, exchange a town with the correct point of the compass.



Next show 3 jumbled up sentences on OHT/IWB and challenge the children to rearrange the words to make sentences. This is most effective using the IWB.

Children study the points of the compass in French. They listen to example sentences, linking a town with a region and try to guess the meaning of the sentence in English. Their attention is drawn to specific pronunciation issues relating to the new vocabulary.

Children study the formation of the sentence and practise forming their own sentences by substituting alternatives into the sentence.

Children work independently or collaboratively to rearrange words to form a sentence with the correct word order in French.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity



Extend this activity by forming a short paragraph with the children on OHT/IWB. Use the OHT of phrases on the resource CD: 'Phrases to rearrange.' Work with the children to rearrange the phrases and sentences to make a coherent paragraph, with the speaker giving name, age, basic family details, details of where he lives and his opinion of the town.



A song to revise basic questions is available at the teacher's discretion. See Chante en français 2, Track 17. A



transcript of the song is available on the resource CD.

NOTES:



Lesson Nineteen, Year 5

1 × 15 minutes; 1 × 20 minutes; 1 × 30 minutes

Lesson theme Similarities/differences between the UK and France
Dangers of Stereotyping

Learning Outcomes

- Understand that there are 'stereotypical' images associated with countries
- Be aware of how these images compare with reality
- Consider key similarities and differences in daily life in the UK and France

Framework Objectives**Literacy**

L5.1: Reread frequently a variety of short texts

Intercultural Understanding

IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country

IU5.2: Recognise similarities and differences between places

IU5.3: Compare symbols, objects or products which represent their own culture with those of another country

Core Vocabulary

No new vocabulary

Resources

- Short text on OHT
Digital photos from streets and French house
Digital photos from supermarkets and French currency

- Internet access



- Use for noting pupil responses
Influences of other countries
Differences between French and English life
Images to promote discussions (supermarket/in the street)

**Knowledge about language**

- Notice different text types and deal with authentic texts

Language and learning strategies

- Look and listen to visual and aural clues
- Plan and prepare – analyse what needs to be done to carry out a task
- Pronounce/read aloud unknown words

Part I: 15 minutes

Teaching Sequence**Pupil Activity**

This session will involve a discussion in English about the characteristics/habits of certain nations, stereotypical ideas and images and the dangers of stereotyping.

Children listen carefully to the discussion, consider stereotypical images in pairs and as a group, and consider the dangers of stereotyping.

To link with work from the previous lesson, ask the children to describe the weather in French. Then point out to the children (in English!) that the weather is often a topic of conversation in the UK. Ask the children why that might be. This can lead into a discussion which might involve the following:

- Would the weather be a subject for discussion in summer in the south of Spain? Why? Why not?
- What else do foreign people think we do in the UK? (eat fish and chips, dress in suits and bowler hat, carry umbrellas, work from 9-5 in the city, cause trouble at football matches, etc, etc).
- Are their perceptions accurate?

Ask the children to discuss in pairs what a typical Frenchman might look like. As the children suggest ideas, the teacher may sketch a stereotypical image on the board.

- Do we have any ideas about how the Spanish/Italians behave? (Some typical perceptions of the Spanish are that they are lazy, leave everything until tomorrow, relaxed, eat lots of garlic! etc).

To complete the session, ask the children to consider objects and symbols that really do represent our country and are typical of our lifestyles.

Ask the children to collect some items to bring in for discussion during the next French session.

Part 2: 20 minutes

Teaching Sequence

Pupil Activity

Collect items from the children and consider those which would be of interest to French children who are learning about our culture. Some items could be placed in a box to be sent to a partner school in a French-speaking country.

Take items in turn and discuss how they relate to our lifestyles. These could include:

currency
sweet wrappers
football cards
shop leaflets
menus from various restaurants/
takeaways:
Chinese, Indian, Italian
Sunday lunch menu
school badge
religious symbols
photos of school uniform

Discuss influences from other countries e.g. what is commonly eaten/favourite foods in the UK?



You may comment on immigration and trade with other countries, and then reveal a short text on OHT/IWB for discussion. See resource file.



Children view and contribute objects and symbols which form part of our daily lives. They consider aspects of our culture which may be of interest to a child in another country.

Children consider how the UK forms part of a wider global community and acknowledge the different influences/products from elsewhere in the world.

NOTES:

Part 2: 20 minutes (continued)**Teaching Sequence****Pupil Activity**

Next, ask if anyone has been to France. Did they notice any differences? Give groups of children a few minutes to discuss any differences they might notice when visiting France. A few suggestions include:

driving on the right

not drinking tap water

yellow post boxes

currency

different food

different bread

different opening times for cafés/

restaurants – fixed opening times rather than open all day

no carpets in French homes

opening times of supermarkets

carrier bags not provided in large supermarkets

live seafood bought at market and in supermarkets

Complete the session by discussing some/all of the above and taking contributions from the children.

Children contribute to a discussion about life in France. Children who have visited the country contribute suggestions about the differences they encountered.

**NOTES:**

Teaching Sequence

The children will now begin research work, focusing on similarities and differences between supermarkets/hypermarkets in the UK and in France.



To do this activity they will need to have access to the internet to browse supermarket websites. There are also a number of useful digital photos included on the resource CD. These show supermarket opening and closing times, some products which are available in France and in England (e.g. Types of biscuit) and some products which are only available in France. Teachers will find it useful to show the children some of these photographs to stimulate discussion on the differences and similarities between foodstuffs and supermarkets at home and abroad.

Introduce the activity by mentioning some points discussed last session. Explain that the task is to collect images and texts revealing similarities and differences between supermarkets at home and abroad. The children could make notes of the differences they find to share with the class next lesson. They could focus on:

- opening times
- any unusual fruit/vegetables
- breakfast cereals – are the same ones sold in France with the same name or a different name?
- different types of biscuit. Which biscuits produced in the UK are sold in supermarkets in France?
- soft drinks

Discuss with the children how things evolve. Twenty years ago French supermarkets had lots of different types of drinking water but none were to be found in the UK.

Pupil Activity

Children consider the task introduced by the teacher and plan and prepare for the work they will undertake.

Children study images presented by the teacher and contribute to a discussion based on the images they see. They also use the internet to research supermarkets in France and focus on specific areas suggested by the teacher as they collect images and make notes.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity

Also in France, large supermarkets do not provide carrier bags now.

Why?

When do the children think this will happen in the UK?

Do they know of any shops where this is already the case?

Children can begin their research work which will be continued during the first half of the next lesson.

The following websites may be helpful:

- www.intermarche.com/selection_des_mousquetaires_accueil.aspx

Click on 'top 10' on left hand side to view the top ten products of the month, and then on '**connaître les produits préférés de nos clients**'.

- <http://www.champion.fr/champion/site/lesite/enmagasin/nouveaux-produits/index.htm>



NOTES:

Lesson Twenty, Year 5

2 x 30 minutes

Lesson theme Similarities/differences in supermarkets in the UK and France
Review of learning in Y5

Learning Outcomes

- Identify similarities/differences in supermarkets in the UK and France
- Review key vocabulary and structures learned during Y5

Framework Objectives**Intercultural Understanding**

IU5.2: Recognise similarities and differences between places

IU5.3: Compare symbols, objects or products which represent their own culture with those of another country

Core Vocabulary

No new vocabulary

Resources

- Quiz sheet
- Quiz sheet answers

- Access to the internet



- Quiz questions and answers

**Knowledge about language**

- Notice different text types and deal with authentic texts

Language and learning strategies

- Use a dictionary or word list

Parts 1 & 2: 30 minutes

Teaching Sequence

Pupil Activity

Children continue with research task introduced last session.

Children work individually/collaboratively using research tools.

NOTES:



Parts 3 & 4: 30 minutes

Teaching Sequence

Pupil Activity



Children complete the 'Review of the year' quiz sheet in pairs/groups.



The answers are provided for discussion and displayed on OHT/IWB.

Children work collaboratively on a fun quiz to recap much of their learning in French throughout Y5.

NOTES:



Review Lessons, Year 5

Learning Outcomes

- Identify vocabulary/phrases/new ideas and concepts learned in Y5

Language and learning strategies

- Discuss language learning and share ideas and experiences

To provide the opportunity to consolidate and celebrate learning in French this year, teachers may consider allowing time for children to complete some of the following activities:

- Making a mind map of some of the vocabulary covered this year
- Playing a game whereby the teacher calls out a category e.g. buildings on the high street, numbers, adjectives, hobbies, food items, weather, and the children work in pairs to recall vocabulary and phrases
- Making a tape, video or DVD to record...
 - A song or verse from a song
 - A short presentation in French on their preferred hobbies and leisure activities
 - A short presentation in English on an aspect of French culture
 - A conversation with a partner
 - Activity on the high street with a short French commentary
- Making a display of the words and phrases learned in Y5 for a review board
- Preparing a presentation for an assembly to demonstrate some of the learning in French
- Performing a favourite song for a group of listeners
- Identifying the favourite lesson or activity and discussing why was it memorable
- Making a presentation individually or in groups to deliver to the rest of the class which recaps some of the learning from Y5. This could be a topic area, a pronunciation rule, guidance on a particular skill area e.g. using connectives to extend written work/using stalling strategies in speech to give yourself thinking time, a playground game or an aspect of culture
- Making a board game or quiz
- Discussing how children feel about language learning
- Preparing a French curriculum evening for parents and carers during which refreshments are provided and the children perform songs, rhymes, stories, plays and teach the adults some of the language they have learned

Year 6 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	<p>Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions</p> <p>Recap of simple negative from Y4: Je n'ai pas de</p>	<ul style="list-style-type: none"> • Initiate and sustain conversations • Re-use previously learned language in a new context • Discuss language learning and reflect on how to memorise and recall language • Understand the formation of a basic negative sentence
Lesson 2	<p>As for lesson 1</p> <p>As-tu...?</p>	<ul style="list-style-type: none"> • Perform a sketch in French to an audience • Present oral work confidently, speaking clearly and audibly with good pronunciation • Understand key details from an authentic text • Make predictions based on existing knowledge • Use a dictionary • Evaluate work
Lesson 3	<p>Recap of clothes vocabulary from lesson 4 + des chaussures, des chaussettes, un sweat</p> <p>Recap of expressing opinions from Y3, Y4, Y5: J'aime, Je n'aime pas</p> <p>Justifying opinions: Je n'aime pas le rouge</p> <p>C'est + adjective</p>	<ul style="list-style-type: none"> • Match sound to sentences and paragraphs • Add two short verses to a rhyming poem • Understand details including opinions from spoken passages • Construct a short paragraph by adapting a model
Lesson 4	<p>Recap of family members from Y4</p> <p>Recap of structures from Y4 and Y5: Il s'appelle; il a x ans; il est; il habite à</p> <p>Recap of quantifiers from Y3, Y4, Y5: Très, assez</p> <p>Recap of adjectives from Y4: Sympa, intelligent, amusant</p> <p>Sportif/sportive Beau/belle</p>	<ul style="list-style-type: none"> • Join in two playground games in French • Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions • Follow a story as it is read aloud, demonstrating understanding • Recognise agreements and patterns in the foreign language • Listen for clues to meaning – e.g. tone of voice

Lessons	Content	Key skills and activities
Lesson 5	<p>Recap of verb être from Y4 and Y5: Il est, elle est</p> <p>Occupations vocabulary: Médecin Vendeur vendeuse Serveur serveuse Agent de police Professeur</p>	<ul style="list-style-type: none"> • Understand that some nouns for occupations change their spelling in relation to gender • Understand key details from a short, spoken passage • Match sound to sentences and paragraphs, by re-ordering lines from a song • Recognise that word order may vary between languages • Use a dictionary to find additional nouns to construct short sentences – il est infirmier
Lesson 6	<p>Recap of family members from Y4 and from Y6 lesson 4</p> <p>Phrases to use when playing games in French: Donne-moi A toi A moi S'il te plaît Merci</p>	<ul style="list-style-type: none"> • Play a game using phrases in French • Recognize adjectival agreements in a short text • Read aloud phrases from a text using a variety of voices and expression • Prepare songs and sketches for a performance • Listen for clues to meaning – tone of voice, key words
Lesson 7	As for lesson 6	<ul style="list-style-type: none"> • Sing French songs with accurate pronunciation • Speak audibly and clearly when performing to an audience
Lesson 8	<p>Recap of phrases from Y4 and Y5: Il y a; j'habite dans; j'habite à Voici Une maison Un appartement</p> <p>Receptive use of eight rooms of the house</p>	<ul style="list-style-type: none"> • Match sound to individual word in a list of nouns • Identify the sounds of some letters of the alphabet • Be aware of cultural differences in housing at home and abroad • Reflect on techniques for memorizing language • Re-use known language in a new context
Lesson 9	<p>As for lesson 8 +</p> <p>Recap of adjectives from Y4: Petit, grand, superbe, magnifique + Immense, de luxe, en haut, en bas</p>	<ul style="list-style-type: none"> • Recognise and practise the French vowel sounds • Identify and substitute nouns in a sentence • Contribute to a shared writing task, describing an ideal home • Produce own piece of writing, adapting a model

Lessons	Content	Key skills and activities
Lesson 10	Une fenêtre Une piscine	<ul style="list-style-type: none"> • Memorise and perform a verse from a song • Evaluate work • Understand the gist of an audio recording, matching adjectives to nouns • Identify different text types
Lesson 11	Recap of prepositions from Y5 + Sur, sous	<ul style="list-style-type: none"> • Identify nouns and adjectives contained in a text • Sort word cards into nouns, verbs, adjectives, prepositions • Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs • Recognise potential hazards when using dictionaries and how abbreviations can help • Read phrases with appropriate intonation and expression
Lesson 12	Recap of repetition requests from Y3 and Y4: Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français? Furniture vocabulary	<ul style="list-style-type: none"> • Ask for repetition/clarification in French • Revise the sound of the letter i in French • Use knowledge of pronunciation patterns to create a rap
Lesson 13	No new vocabulary Recap of stalling strategies from Y5	<ul style="list-style-type: none"> • Sustain an unrehearsed conversation of at least four exchanges • Use stalling strategies as appropriate • Read for enjoyment
Lesson 14	Recap of days of the week and months of the year from Y3, Y4 and Y5 Recap of verb aller from Y5: on va On va aller, partir	<ul style="list-style-type: none"> • Understand that French is spoken in many countries throughout the world • Use the internet to research climate • Choose a country for the holiday and select dates • Make predictions about meaning based on existing knowledge • Write short sentences, using a model

Lessons	Content	Key skills and activities
Lesson 15	On va rester dans... Un hôtel, un appartement, un gîte, un camping	<ul style="list-style-type: none"> • Use the internet to research different types of accommodation • Write a short letter to book accommodation, adapting a model • Use a dictionary as appropriate
Lesson 16	On va aller, prendre Recap of means of transport from Y4: En bateau, en avion, en voiture, en train	<ul style="list-style-type: none"> • Use the internet to research travel options • Use the internet to research food typical of the country • Write short sentences outlining holiday plans, adapting a model • Read authentic texts for enjoyment and for information
Lesson 17	On va visiter, regarder D'abord, plus tard Names of places to visit	<ul style="list-style-type: none"> • Use the internet to research places of interest at holiday destination • Write a programme of activities for a week on holiday, adapting a model and using the immediate future tense • Use a dictionary as appropriate
Lesson 18	No new vocabulary	<ul style="list-style-type: none"> • Prepare presentation for next lesson in relation to holiday plans and the area to be visited • Consider material to be used in the presentation/performance: cultural information – food, climate, places of interest, festivals; songs, dances, music • Use support material appropriately and adapt suggested models • Plan and prepare collaboratively and analyse what needs to be done to carry out the task
Lesson 19	No new vocabulary	<ul style="list-style-type: none"> • Perform to an audience
Lesson 20	No new vocabulary	<ul style="list-style-type: none"> • Recall key vocabulary and structures learned during the year • Work collaboratively to answer quiz-type questions

Links with The Languages Ladder and Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material to cover the requirements for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

Language purposes and functions:

Counting and using numbers	Y5
Talking about the weather	Y5
Talking about food	Y5
Following and giving simple instructions	Y5
Expressing thanks	Y5
Saying what day or month it is	Y5
Describing some simple objects – colour, size	Y5
Expressing likes/dislikes	Y5, Y6
Giving information about an everyday activity – food	Y5, Y6
Expressing opinions	Y6
Offering	Y5

Vocabulary topic areas:

Basic prepositions of place	Y5, Y6
Classroom objects	Y6
Clothes	Y6
Common adjectives, e.g. big, small	Y5, Y6
Family	Y6
Food and drink	Y5
Furniture and other household objects	Y6
Leisure and holidays	Y6
Methods of communication – post, fax	Y6
Names of occupations	Y6
Names of sports	Y5
Places: shops, cinema, park, beach etc.	Y5, Y6
The home	Y6
Time, including months and days	Y5
Ways of travelling	Y6
Weather	Y5, Y6
Classroom instructions	Y6
Greetings	Y6
Letters of the alphabet	Y6

Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For Christmas activities, you will need: Joyeux Noël (Activity book and CD) – Christmas stories, songs and activities in French
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk
- For songs and poems Chante en Français 1 (already available with Years 3 & 4)
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk

Further recommended resources, but not essential:

Video/DVD material from: Early Start Pack 2 – Où habites-tu?

Ilsa Rowe and Ian Killberry

Early Start Languages Tel/Fax: 01304 362569 www.earlystart.co.uk

Key to all the symbols



This symbol denotes when to use the Resource File CD.
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.
The circled number denotes the track.



This symbol denotes when to play Chante en français 2 CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson. Some of the games require Microsoft PowerPoint version 2002 or later.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

Lesson One, Year 6

4 x 15 minutes

Lesson theme En classe

Learning Outcomes

- Be familiar with classroom routines, giving information appropriately in French:
 - answering the register; stating the date; describing the weather; asking for classroom objects
- Be able to follow instructions
- Begin preparations for a classroom sketch

Framework Objectives

Oracy

O6.4: Initiate and sustain conversations

O6.2: Perform to an audience



Core Vocabulary

- **Je suis présent(e)** I'm present
- **Il est absent** He's absent
- **Elle est absente** She's absent
- **Aujourd'hui c'est le mardi 8 octobre**
Today is Tuesday 8th October
- [Recap of weather conditions (covered in Y5)]
- **un stylo** pen
- **un crayon** pencil
- **une gomme** rubber
- **un taille-crayon** pencil sharpener
- **des ciseaux** scissors
- **un cahier** exercise book
- **un sac** school bag
- **J'ai** I have a
- **Je n'ai pas de** I don't have a
- [Recap of classroom commands (covered in Y3)
+Tu es prêt(e)?]

Knowledge about language

- Recognise patterns in the foreign language
- Devise questions for authentic use

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use language known in one context or topic in another context or topic
- Practise new language with a friend and outside the classroom
- Discuss language learning and reflect and share ideas and experiences
- Compare and reflect on techniques for memorising language

Resources



- Flashcards of classroom objects
- Text cards of classroom objects
- Strategies for memorising vocabulary (See also Appendix A)
- List of classroom objects
- Text cards of key phrases:

J'ai un stylo**Je n'ai pas de stylo**

Tick and cross cards:

OHT with words of song: **En classe**

OHT of phrases for answering the register

OHT of ideas for sketch



- Chante en français 2, Track 18, song: **En classe**

- Poster paper + black marker pens
- Real items – classroom objects



- What do you already know?
- Key phrases – Key classroom vocabulary
- Matching words and pictures
- Memory games – negatives
- I have/I have not
- Song: **En classe**
- Classroom phrases
- Example sketch



Part I: 15 minutes

Teaching Sequence

Begin by setting the context for the lesson: the children will learn phrases relating to classroom routines so that they can work in groups to present a 'classroom sketch' in French. Emphasise that this task will give them the opportunity to draw on prior learning in French and to include phrases/vocabulary they have learned in Years 3-5 e.g. classroom commands, describing the weather, saying the date.

Next, sketch three large circles on the board and



write in each one 'starter' phrases as shown above. Now give each group of children three sheets of poster paper and a black marker. The children work in groups for five minutes as they try to write as many phrases as they can recall in each circle. You may need to prompt some groups and lots of suggestions are given below!

Pupil Activity

Children listen as the teacher explains the context for the next two lessons.

Children work in small groups as they recall and write down expressions learned during Y3 and Y5. One child from each group visits another group to collect more ideas. He/she reports back to his/her original group.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Circle 1

Asseyez-vous	sit down
Levez la main	hands up
Venez ici	come here
Silence	silence
Regardez	look
Ecoutez	listen
(A deux	in pairs)

Circle 2

Il fait mauvais	it's poor weather
Il fait froid	it's cold
Il fait chaud	it's hot
Il y a du vent	it's windy
Il y a du soleil	it's sunny
Il y a du brouillard	it's foggy
Il pleut	it's raining
Il neige	it's snowing

Circle 3

Aujourd'hui c'est le mardi 8 octobre

Aujourd'hui c'est le jeudi 10 mai

Aujourd'hui c'est le mercredi 22 juin etc.

After five minutes, send an 'envoy' from each group to visit another group. The envoy stays for one minute, looking at the suggestions made by this group before returning to his/her home group to report back, extending the original lists as appropriate.

Conclude the activity by praising children who have recalled lots of phrases. (There may be errors in spelling but the intended meaning should be clear.) Hold up examples of work and emphasise how much French has been acquired over the past three years and how useful this will be for future learning.

Children focus on examples of work and as they do so, they revise expressions and phrases which will be useful in this lesson and in lesson 2. Their attention is drawn to the amount of French they have acquired and they understand that they will be able to make use of prior learning, integrating familiar vocabulary and phrases into new structures and contexts.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Begin by displaying a phrase on the board/IWB.

J'ai un...

Finish the sentence by holding a pen and stating: **J'ai un stylo**: ask the children what the sentence means (I have a pen).

Now ask the children about a negative sentence – I haven't got a pen. Ask if anyone can attempt the sentence. You might like to recall

J'aime – I like

Je n'aime pas – I don't like

which the children have learned each year. Also ask the children to think about the phrase used in Y4: 'I haven't got a brother.'**(Je n'ai pas de frère.)**

Take answers and then emphasise the formation of the negative

n' and **pas**

e.g. **J'ai un stylo**

Je n'ai pas de stylo

– I don't have a pen.

Highlight the parts of the negative circled above and explain that they sit on either side of the verb:

J'aime **Je n'aime pas**

J'ai **Je n'ai pas**

Next, introduce the vocabulary for 4 classroom items, using real items, the flashcards or IWB materials provided:



un stylo – pen

un crayon – pencil

une gomme – rubber

un taille-crayon – pencil sharpener

Children focus on the sentence displayed on the board. Some children may attempt to form a basic negative.

The children's attention is drawn to the use of **n'... pas** around the verb to make the sentence negative.

(* usually the negative parts are **ne... pas**. The 'e' is dropped from 'ne' as the verb starts with a vowel).

Children practise the new vocabulary. They focus on the written words as they learn the classroom objects.

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity



After some oral practice, attach the flashcards and text cards to the board randomly and ask a volunteer to re-arrange the cards so that the picture and text match. Use the flashcards and text cards provided on the resource CD. Extend with two more items of vocabulary:

un cahier exercise book

un sac bag



After practising all 6 words, reveal a list of the written words on OHT/IWB. See list provided on resource CD: 'List of classroom objects'. Challenge the children to recall only three from the list. Allow the children 30 seconds to study the list and then remove it and see if they can recall three words either orally or in written form. Discuss with them the strategies they used for memorising the words. Point out that only one word is feminine: **une gomme**.

Share ideas and strategies with the children, and conclude by:

1. showing an item of vocabulary in the key structure:

Je n'ai pas de crayon

and asking a volunteer to substitute the noun for another.

2. emphasising how important it is when learning a language to find different techniques for memorising words.



(See resource CD or Appendix A: 'Suggested strategies for memorising vocabulary').

Children attempt to memorise three words from a list. Afterwards they share strategies for remembering and memorising vocabulary with other children and with the teacher. They understand how important it is to find strategies for learning and remembering vocabulary.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Show on text cards the key phrases, stuck onto the board or displayed using the IWB. Use the text cards provided on the resource CD.



J'ai un stylo

Je n'ai pas de stylo

Using vocabulary learned last session, invite the children to state sentences orally according to the flashcards you hold e.g.



picture
of
pencil

= Je n'ai pas de crayon



bag

= J'ai un sac etc



You will need the set of flashcards and the tick and cross cards available on the resource CD.

Introduce one final item of vocabulary: **des ciseaux** – scissors and emphasise the soft 'c' at the start of the word and the letter string **eau** which the children have encountered in Y4 and Y5.



Children can now listen to the song: **En classe**. Play Chante en français 2, track 18.



Display the words of the song on OHT/ IWB and encourage the children to join in actively as they sing along.

Children look at the visual cues and attempt to form sentences orally using structures and vocabulary introduced during the last session.

Children learn another item of vocabulary and focus on the pronunciation and written form of the word. They recall how to pronounce a key letter string.

Children read the words of a song and join in singing. They match the sounds they hear to the written words and follow the text with ease.

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Remind the children of phrases to use when answering the register, either:



Bonjour Monsieur/Madame!

Je suis ici!

Je suis présent(e)

Il est absent!

Elle est absent(e)!

These will be useful to the children in preparing the sketch which follows and are provided on OHT – (see: 'OHT of phrases for answering register' on resource CD).



The children can now begin to prepare their classroom sketch in French. Before they begin work, emphasise the criteria for making a good presentation:

- Clear and audible
- Good, interesting content
- Participation from every member of the group
- Good pronunciation and intonation

Display on the OHP or IWB a list of ideas to help the children make a start.



(See 'OHT of ideas for sketch' on resource CD). Explain that they will have more time next lesson to prepare their work before presenting it to the rest of the class.

Children listen to different ways of responding to the register.

Children begin preparations for the 'sketch' which they will prepare in groups. They understand the success criteria for the task and listen to suggestions for content provided by the teacher.


NOTES:

Lesson Two, Year 6

1 x 45 minutes; 1 x 20 minutes

Lesson theme En classe

Learning Outcomes

- Contribute to a group presentation and perform to an audience
- Present confidently, speaking audibly and clearly with good pronunciation
- Understand key details from an authentic text, recalling vocabulary learned in previous years and using a dictionary as appropriate

Framework Objectives

Oracy

O6.2: Perform to an audience

O6.4: Use spoken language confidently to initiate and sustain conversations and to tell stories

Literacy

L6.1: Read and understand the main points and some detail from a short written passage

L6.2: Identify different text types and read short, authentic texts for enjoyment or information



Core Vocabulary

As for lesson one.

As-tu...?

Do you have?



Resources

- OHT of text: **le petit déjeuner**
OHT translation of text: **le petit déjeuner**
- Camcorder to record children's presentations (if desired)
- **As-tu?**
French breakfast text
Breakfast items – matching
French breakfast – English translation



Knowledge about language

- Devise questions for authentic use

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use language known in one context or topic in another context or topic
- Use context and previous knowledge to help understanding and reading skills
- Practise new language with a friend and outside the classroom
- Make predictions based on existing knowledge
- Use a dictionary
- Evaluate work

Parts 1-3: 45 minutes

Teaching Sequence

Pupil Activity

In this session the children will continue to work in groups prior to presenting a classroom sketch. Before the children begin work, remind them of the following:

- How to form a question to ask if someone has something: **As-tu...?** (They have encountered this in Y4, lesson 10, when asking about brothers and sisters – **As-tu des frères ou des soeurs?**).



- The 'Ideas for sketch' handout distributed during the last session. Emphasise the need to include and reuse known language rather than trying to include complex, unfamiliar phrases.
- The success criteria for the task, shared with the children during the previous session.

The rest of the session will be spent working in small groups. Depending on the time constraints the pupils could present their work during this session or at another convenient time.

After each presentation, take time to discuss with the children aspects of the presentation that were particularly good and any points for development.

Children listen to important information before they continue group work. Their attention is drawn to the formation of a basic question.

Children understand the importance of using familiar language using content suggested on the 'Ideas' handout. They recognise and are reminded of the success criteria for the task.

Children continue their preparations. Some children may present their work during this session.

Children listen to one another presenting sketches and identify with the aspects of the work which were good. By doing so, they evaluate their own presentation and the work of others in the class.


NOTES:

Part 4: 20 minutes

Teaching Sequence

Pupil Activity

Children will work in pairs during the activity for this session.

Explain to the children the purpose of the next activity: to be able to use prior knowledge and context to identify key details from a short piece of written French.



2 Distribute the text on the handout, entitled '**Petit déjeuner**'. (As additional support for the teacher, this text has been recorded onto the sound file, track 4). Give the children a few minutes to read through the text. Then ask the children what they think the text might be about. What sort of text is it? What does the title mean? Can they find any words in the first two sentences that look like English words? Can they guess what the first two sentences might be about? Draw their attention to:

- **important** – important
 - **partir** – to leave
 - **préparer** – to prepare
 - **en forme** – on form
- highlighting these words on OHT or IWB.

When the children have understood that the text is recommending starting the day with a good breakfast ask the children to identify 12 different food items mentioned. They can underline these on the handout as they find them and write the English meanings above. To do this the children will need to:

- use prior learning
- make informed guesses/predictions
- refer to a dictionary

After seven or eight minutes collect suggestions from the children. Encourage good pronunciation as the children suggest vocabulary items.

Children work collaboratively as they read through a text. They work out the gist of sentences in French by identifying cognates and previously-learned vocabulary.

The children scan the text for specific items of vocabulary. They use strategies outlined opposite to identify vocabulary.

Children volunteer suggestions and pronounce individual words accurately.

Part 4: 20 minutes (continued)

Teaching Sequence

Conclude the session by asking what the last line might mean.

Emphasise to the children the importance of 'finding a way through' a text. It is not essential to understand/translate every word to gain an overall understanding of a piece of text in a foreign language.

Pupil Activity

Children recognise how they can use context, previous knowledge and deduction as they improve and develop their reading skills.

NOTES:

Lesson Three, Year 6

1 x 20 minutes; 1 x 25 minutes; 1 x 20 minutes; 1 x 20 minutes

Lesson theme School Uniform

Learning Outcomes

- Be aware of some cultural differences relating to school uniform and school life
- Add two short verses to a rhyming poem
- Understand details including opinions from several short spoken passages
- Construct a short paragraph by adapting a model

Framework Objectives

Oracy

O6.1: Understand the main points and simple opinions in a story, song or spoken passage

Literacy

L6.3: Match sound to sentences and paragraphs

L6.4: Write sentences on a range of topics using a model



Intercultural Understanding

IU6.1: Compare attitudes towards aspects of everyday life

Resources

- Digital photos of French children going to school and in playground
- Clothes worksheet
- OHT of clothes sentence
- Teacher information sheet on adjectival agreements – see also Appendix B
- Flashcards of clothes
- Text cards of clothes
- OHT with rhyming poem
- Support sheet for writing own verses
- Transcript for school uniform audio recording
- Colour cards
- Smiley face cards
- Text cards: **j'aime le rouge** etc
- Text cards: adjectives
- OHT with model text to adapt
- OHT of opinions phrases
- OHT with words of song: **Mon cousin Gaston**



- Chante en français 2, track 19, song: **Mon cousin Gaston**
- Mini whiteboards
- Photos of French school children
- Clothes vocabulary – sentence building
- Changing the sentence
- Tops and bottoms
- **Sur le fil à sécher le linge**
- **Mon cousin Gaston**
- Key vocabulary
- Transcript: school uniform
- Sentence building
- Masculine and feminine colours



5

Core Vocabulary

Recap of clothes vocabulary from Y4

un pantalon	trousers
un pull	jumper
une chemise	shirt
une jupe	skirt
des chaussures	shoes
des chaussettes	socks
un sweat	sweatshirt
une cravate	tie

Expressing opinions (recap from Y4, Y5)

J'aime

Je n'aime pas

Justifying opinions

Je n'aime pas le rouge I don't like red

C'est laid it's ugly

C'est moche It's awful (familiar)

C'est super It's great

C'est joli it's pretty

Knowledge about language

- Recognise patterns in the foreign language
- Notice and match agreements
- Use knowledge of words, text and structure to build simple spoken and written passages

Language and learning strategies

- Use language known in one context or topic in another context or topic
- Listen for clues to meaning e.g. tone of voice, key words

Part I: 20 minutes

Teaching Sequence

Pupil Activity

Set the context for this lesson: discussion relating to school uniform. Explain that the children will need to revise/extend clothes vocabulary and use opinion phrases to explain their feelings about wearing a uniform.



3 To begin, show more digital photos which provide images of French children on their way to school and in the school playground. Ask if the children notice anything. The most obvious difference is that the children in France generally do not wear school uniform. (However, in some private schools uniform is worn and in a later session the children will listen to attitudes towards uniform expressed by some French children). Draw attention to the bags carried to school; how do these compare with 'book bags' generally carried by primary school children here?

Mention other differences relating to school life.

- Children start school slightly later in France, at the age of 6.
- Generally schools are closed in France on a Wednesday afternoon and open Saturday mornings. What is the children's reaction to this? What are the advantages/disadvantages? Ask the children to vote for the British hours/ French hours!



3 Next, distribute the clothes worksheet available on the resource CD. Most of the vocabulary on the sheet will be familiar to children if they followed the Y4 scheme.

Children listen to the introduction to the lesson.

Children study images and consider cultural differences between France and the UK. They understand that different systems are in place in other countries and that not all countries follow the same laws e.g. age for starting school.

As children reflect on some differences relating to school life, they consider which timetable they would prefer.

Children recall prior learning as they attempt to match up a list of French/ English words. They share answers and support one another in the task.

Part I: 20 minutes (continued)

Teaching Sequence

Pupil Activity

Give the children a few minutes to attempt to match the French/English vocabulary independently, and then allow them to consult with others on the table before collecting answers and correcting the task orally.

Next, write on OHT/IWB two new items of vocabulary which are easily confused.

des chaussures – shoes

des chaussettes – socks

Children may want to use these words in a later session when they describe their uniform.



3 Also reveal the phrase on OHT/IWB (see 'OHT clothes sentence' on resource CD).

“On porte un pantalon gris et un pull rouge.”

(We wear grey trousers and a red jumper).

Discuss the position of the adjectives with the children. What do they remember about adjectives in French? 'Play' with the sentence for a few minutes orally, substituting different colours. Emphasise the pronunciation of the letter string **an** in **pantalon** and relate to **France, français** and **blanc**.

Children's attention is drawn to two new items of vocabulary.

Children consider the position of adjectives in a sentence. They recall that some adjectives precede the noun (**petit** – small, **grand** – big) but generally adjectives follow the noun. They adapt the sentence by substituting the adjective. (See teacher information sheet for more help relating to adjectives in French: "Teacher information sheet on adjectival agreements" on resource CD).


NOTES:

Part 2: 25 minutes

Teaching Sequence

Pupil Activity



Using flashcards and text cards provided on the resource CD or images on the IWB CD, revise the clothes vocabulary practised last session.

Invite one child to 'be the teacher'. He/she can come to the front and question the rest of the class, asking for the French words for the images shown. (To support pronunciation, all core vocabulary is recorded on the sound file, track 5).



Next, using mini whiteboards, play a memory recall game. Ask the children to listen carefully without writing anything. Read a list of clothes vocabulary (about 6 items) slowly and repeat.

Then challenge the children to quickly recall and write on own whiteboards five of the six items mentioned. As the children hold up the whiteboards and show their answers, show the text cards for each item and ask the children to compare spellings with their own attempts.

Repeat this activity with a slightly different list of six items. Again, display the text cards showing correct spellings of each item.



To complete this session show on the OHP/IWB two verses of a traditional short rhyming poem (use 'OHT with rhyming poem' on the resource CD):

**Sur le fil à sécher le linge
Il y a un pantalon
C'est à mon cousin Gaston**

**Sur le fil à sécher le linge
Il y a un pull-over
C'est à mon ami Robert**

Children chorus vocabulary as they revise clothes items.

One child questions other children and enjoys leading the class in a question/answer session.

Children listen attentively to a list of vocabulary read twice. They then attempt to recall the words they have heard and write them on mini whiteboards. Following the activity, their attention is drawn to spellings and they compare their work with accurate spellings displayed by the teacher. This activity is repeated.

Children enjoy listening to the rhythm of a traditional poem. They use their knowledge of sound to extend the poem by adding verses. They refer to a support sheet of vocabulary and names to prompt them.



Part 2: 25 minutes (continued)

Teaching Sequence

Pupil Activity


(on the clothes line
is a pair of trousers
belonging to cousin Gaston

On the clothes line
is a pullover
belonging to my friend Robert)

-  6 Play the sound CD, track 6, so that the children can hear the rhythmic nature of the verses, and explain the meaning. Next, challenge the children to use their knowledge of sounds to compose another verse. Explain that each verse begins with the same line. Provide the children with a support sheet of clothes and first names. Use: 'Support sheet for writing own verses' on resource CD. Give a five minute time limit for this activity. Children can work in pairs/groups and draft a verse on mini whiteboards.
-  3

Conclude the session by collecting answers from the children, recognising rhyming words and playing again the sound track of the poem, track 6. See resource CD for the additional verses played on the sound CD, track 7.



 19 A song entitled: **Mon cousin Gaston** is available on Chante en français 2, track 19. This is at the teacher's discretion and has been added for enjoyment.

Children listen to verses composed by other class members and listen again to the rhyme as it is played on CD. Their attention is drawn to the rhyming sounds at the end of the 2nd and 3rd line of each verse.

 **NOTES:**

Part 3: 20 minutes

Teaching Sequence

Pupil Activity

Explain to the children that a small number of French children (those attending private schools) do wear uniform. In this session they will listen carefully to a recording and try to pick out two pieces of information: which colours are mentioned, and whether the speaker likes/dislikes wearing a uniform. Explain that they can sometimes work out whether the speaker is expressing a like/dislike simply through the tone of voice, so they need to pay attention to any clues they hear such as expression, tone etc.



8 Prior to playing the sound CD, track 8, brainstorm with the children colour vocabulary and the phrases expressing likes/dislikes:

J'aime – I like

J'adore – I love

Je n'aime pas – I don't like

Je déteste – I hate



3 (see phrases available on resource CD: 'OHT of opinions phrases'). These phrases should be very familiar.



3 Distribute the smiley face cards and colour cards to each pair of children. Children listen to the recordings and hold up the colour cards which match the colour of the uniform described and also hold up either a smiley or sad face to indicate whether the speaker likes or dislikes wearing the uniform. Play each extract on the sound CD track 8 twice to allow all children time to respond. At the end of the second hearing, show a transcript of the recording on OHT/IWB (see: 'Transcript for school uniform audio recording') and underline/highlight the key words and phrases.



8



3

Finish the session by praising the children for understanding short passages spoken at near normal speed. Ask them if they thought that the tone of voice helped them to identify whether the person liked/disliked the uniform for any of the speakers.

Children listen carefully to information from the teacher. They consider how tone of voice can sometimes communicate mood or meaning.

Children recall verbs expressing likes/dislikes.

Children listen carefully to the recordings and demonstrate understanding by holding cards in the air. They study a transcript of the recording after hearing it twice.

Children's attention is again drawn to the importance of listening for aural clues.

Part 4: 30 minutes

Teaching Sequence

Pupil Activity

Explain to the children that they will write a few short sentences in French, giving their opinion of school uniform during this session.

Children listen to the context of the lesson, as explained by the teacher.



Begin by displaying text cards randomly on the board. Use: 'text cards: **j'aime le rouge**, etc..' on the resource CD.

J'aime	noir	le
rouge	Je n'aime pas	le

Ask a volunteer to come to the front and make a sentence from any of the cards. The sentence could be:

J'aime le rouge

Je n'aime pas le noir

(I like red.

I don't like black.)

One child attempts to form a sentence from the words displayed randomly on the board.

Ask the children if they notice anything unusual. They might indicate the use of the word '**le**' which is missing in English. Explain that the French literally says 'I like the red' Explain that word order/ translations vary between languages.

Children's attention is drawn to the word order and literal translation of the French phrase. They recognise that an additional word is added in the French equivalent.



Next, show two positive adjectives and two negative adjectives. Also available on the text cards. See: 'Text cards: adjectives' on the resource CD.

C'est super! – It's great

C'est joli! – It's pretty

C'est moche! – It's horrible (familiar)

C'est laid! – It's ugly

Link these new expressions to the previous sentences e.g:

Je n'aime pas le rouge – c'est moche!

J'aime le noir – c'est super!

Ask children to work in pairs to form two similar sentences.

Children link two expressions together to form a longer sentence, expressing an opinion.

Part 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity



Now show a short text on OHT/IWB describing school uniform. Use: 'OHT with model text to adapt'. Check that the children understand the meaning of the paragraph and then underline all the words which could be substituted to 'personalise' the text:

Bonjour! Je m'appelle Ben. J'ai 10 ans. A l'école on porte un pantalon noir et un pull bleu. On porte aussi une chemise blanche. J'aime le bleu – C'est super, mais je n'aime pas l'uniforme.



As the text is read aloud (a recording is also available on the sound CD, track 9), pause at each word that is underlined to find a suitable alternative to suit the school. Encourage the children to volunteer alternatives and work with you as you adapt the text collectively. (The difficulty here is that adjectives agree with the gender of the noun! Below is a list of colours in masculine/feminine forms. It is not imperative that the children write these accurately, but it would be helpful to remind them about the changes in spelling; otherwise they may notice different spellings which may cause confusion.)

Masculine	Feminine
un	une
marron	marron
rouge	rouge
jaune	jaune
bleu	bleue
vert	verte
gris	grise
noir	noire
blanc	blanche

The list above is provided for teacher reference and support.

Children read a short text and follow the French as it is translated by the teacher.

The children study the text and understand how words can be replaced to adapt the text and change its meaning.

Children are aware that adjectives change their spelling according to the noun they describe. They understand that in French all nouns are either masculine or feminine, as denoted by the article **un** masc, **une** fem.

Lesson Four, Year 6

1 x 30 minutes; 1 x 15 minutes; 1 x 25 minutes

Lesson theme Family and descriptions

Learning Outcomes

- Know the names of members of the family in French
- Demonstrate understanding of a short written text by responding to true/false questions
- Follow a story as it is read aloud demonstrating understanding of main points and opinions expressed in the story

Framework Objectives

Oracy

O6.1: Understand the main points and simple opinions in a spoken story, song or passage

O6.3: Understand longer and more complex phrases or sentences

Literacy

L6.1: Read and understand the main points and some detail from a short written passage

10

Core Vocabulary

All core vocabulary for this lesson is revision from Y4/Y5: members of the family

mon père	my father
ma mère	my mother
ma soeur	my sister
mon frère	my brother
mon grand-père	grandfather
ma grand-mère	grandmother

Il s'appelle	He is called
Il a x ans	He is x years old
Il est	He is
assez	quite
très	very
il habite à	he lives in

adjectives from Y4:

sympa	nice
intelligent (e)	intelligent
amusant (e)	funny
sportif/sportive	sporty
beau/belle	beautiful

Resources



- True/false worksheet for reading task
Transcript of story Little Red Riding Hood
Images to accompany story
Red Riding Hood 'complete the sentence worksheet'
Translation of Little Red Riding Hood story
Text for reading activity
OHT with words of song:
Je marche dans la grande forêt



- Chante en français 2, track 20,
song: **Je marche dans la grande forêt**



- **Le facteur n'est pas passé**
Reading activity
Song: **Je marche dans la grande forêt**
Little Red Riding Hood PPT



Knowledge about language

- Notice and match agreements
- Recognise patterns in the foreign language
- Use knowledge of word order and sentence construction to support the understanding of the written text

Language and learning strategies

- Use context and previous knowledge to help understanding and reading skills
- Listen for clues to meaning e.g. tone of voice, key words

Part I: 30 minutes

Teaching Sequence

Pupil Activity

During this session the children will play one or two games involving playground movement/activity. Ideally, the hall or a large space will be available. You may choose to do both activities with the children or just one, depending on space and time available.

The first game is a well known playground game, which will reinforce the days of the week in French. As the children play the game they chant:



Le facteur n'est pas passé.

Il ne passera jamais.

**Lundi; mardi; mercredi; jeudi;
vendredi; samedi; dimanche!**

(Note a recording of this chant is available on the sound file, track 11)

Children sit in a small circle (about 8) and close their eyes while one child walks around the edge of the circle holding a handkerchief. The child drops the hanky behind one player who must pick it up and run after the '**facteur**' (postman) before the latter sits down and takes the place of the child running around the edge of the circle. If he/she doesn't catch the '**facteur**', he/she becomes the '**facteur**'! This is a version of a popular game played in England – (often called goose, goose, duck!) – so the children should be quite familiar with the routine.

A second game to play with the children is a simple ladder game. The purpose of this activity is two fold:

1. Enjoyment
2. Recall vocabulary for members of the family and pets taught to the children in Year 4

Children play a traditional playground game and join in chorusing the rhyme that accompanies it.

Children play another game which helps them to recall vocabulary learned during Y4. They listen for specific items of vocabulary and respond accordingly.

Part I: 30 minutes (continued)

Teaching Sequence

Pupil Activity

Divide the children into two lines of 15 and call one line **Famille A** and the other line **Famille B**. The children sit in 2 rows with their legs outstretched so that all of line A has a partner on line B. Then give each pair of children the name of a family member or pet e.g:



12 (père, mère, grand-père, grand-mère, soeur, frère, cousin, cousine, chien, chat, lapin, oiseau, poisson, hamster, souris).

As you call a noun in French the two children (one from **Famille A** and one from **Famille B**) must run in alternate directions down the ladder stepping over legs then round the outside of the line and back down the ladder to their original place. Repeat in random order until all the children have had at least one turn.

At the end of the game, challenge the children to collectively recall all the names and say them to you with accurate pronunciation.

Children join in stating orally the words used during the game. Their pronunciation is good.

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

During this session the children will work with a short written passage containing familiar vocabulary and structures.



4 Give children a handout of the text (see resource CD: 'Text for reading activity') and play a recording of the passage using the sound CD, track 13. The children follow the text as it is read aloud.



13 Explain to the children that they are not expected to understand every word, but that they should try to scan the text for answers to the true/false questions typed on a sheet.

This is the first time that the children will have attempted an activity of this nature in French and some children may need to see some strategies for finding the answers modelled for them. Other children may benefit from working with a partner. (This is the type of task included in assessment material in the Asset Languages scheme and therefore it may be important to give children some practice in answering this type of question.).

Children follow a written text on a handout as they listen to it read aloud on CD. They study the true/false type questions and scan the text to find answers to the questions. They use their knowledge of word order to help them understand the text and they refer to dictionaries as appropriate. Some children work with a partner as they attempt the task.

**NOTES:**

Parts 3 & 4: 25 minutes

Teaching Sequence

Pupil Activity

During this session the children listen to an adapted version of Red Riding Hood. This is available as a recording on the sound CD.



4 Either read the story to the children (the transcript of the story is available on the resource CD) or play the recording on the sound CD, tracks 14-18. For teacher



reference a translation of the text is also available on the resource CD. Before doing so, explain to the children that they are about to hear a shortened version of a well-known fairy tale. During the first hearing they should just listen very carefully for any clues that suggest which story it is.

Play the recording or read the story aloud. At the end, allow the children a minute to discuss in pairs which story it is and any words they heard which helped them to identify it. Take feedback from the class and highlight key words, such as **mère, grand-mère, fleurs, petite fille, rouge** etc.

Now read the story or play the recording a second time, asking the children to raise their hand every time they hear one of the following words: **mère, grand-mère, petite fille**. As you read the story show children the visual images which accompany the story. These are available as flashcards or images on the IWB/CD. This should give the children a better understanding as they listen to the French.



4 These are available as flashcards or images on the IWB/CD. This should give the children a better understanding as they listen to the French.



4 Finally, distribute the worksheet from the resource CD: 'Complete the sentence worksheet'. Each sentence on the worksheet contains two alternatives. Play the recording a third time asking the children to listen carefully to find the endings to the sentences on the sheet. Once the recording is finished give the children five minutes to complete the activity.

Children listen to the teacher's introduction.

Children listen very carefully to an extended text. They try to identify which story it is by listening for aural clues and key words.

Children discuss with a partner what they managed to deduce from the story.

Children work with a partner. They recall sentences from the story and choose the correct alternative for each sentence on the worksheet.

Parts 3 & 4: 25 minutes (continued)

Teaching Sequence

Pupil Activity

The children work in pairs to decide which word matches the story they have just heard e.g:

**La petite-fille s'appelle Elizabeth/
Marie-Claire**

Children underline the correct answer.
Correct the worksheet with the children.



A song entitled: **Je marche dans la grande forêt** can be found on Chante en français 2, track 20. It is a song about the little Red Riding Hood walking in the forest. It can be used at the teacher's discretion.

NOTES:

Lesson Five, Year 6

3 x 15 minutes; 1 x 25 minutes

Lesson theme Occupations and gender

Learning Outcomes

- Know the names of five occupations in French
- Understand that word order/sentence structure may be different in a foreign language
- Understand that some nouns for occupations change their spellings in relation to gender
- Understand key details from a short spoken passage

Framework Objectives

Oracy

O6.1: Understand the main points and simple opinions in a spoken story, song or passage

Literacy

L6.3: Match sound to sentences and paragraphs

19

Core Vocabulary

Il est	+ occupation
Elle est	
médecin	doctor
vendeur/vendeuse	shopkeeper
agent de police	policeman/ policewoman
serveur/serveuse	waiter/waitress
professeur	teacher

Resources



- OHT with words of song: **Au feu les pompiers**
- OHT with translation of song
- Words of song cut up on card
- OHT with list of occupations
- Flashcards of occupations
- OHT with transcript of audio recording

- Recommended resource: Chante en français 1, track 33, song: **Au feu les pompiers!**

- Mini whiteboards
- Dictionaries
- Audio recording



- Song: **Au feu, les pompiers!**
- Characters from song
- Order the words of the song
- Key vocabulary – Occupations
- Key phrases – **Il est/Elle est**
- Word order
- Masculine and feminine endings
- Transcript for audio recording

Knowledge about language

- Recognise patterns in the foreign language
- Notice and match agreement

Language and learning strategies

- Listen for clues to meaning e.g. tone of voice, key words
- Use a dictionary



Part I: 15 minutes

Teaching Sequence

Pupil Activity

Explain the context of the lesson to the children and share objectives as detailed in the plan.

Children listen to lesson objectives and the context of the lesson.

Begin by playing the recording of the song: **'Au feu les pompiers!'** The children learned this song during Year 4 and it should be familiar to them. It is a lively, authentic French song which children will enjoy. Use the sound CD, track 20 or Chante en français I, track 33.



After playing it twice, give the children words/phrases from the song cut up on card.



Children work in pairs and each pair will need an envelope containing the pieces of card. As the children listen to the song again they should try to put the words/phrases into the correct order to reconstitute the text. They may need to hear the song a few more times to complete the activity.

Children listen carefully to the song and try to match the sounds they hear to the written text. They attempt to reorder the word/phrase cards to reconstitute the text of the song.

Now show a transcript of the song on OHT/IWB to allow children to check their work. Use: 'OHT with words of song: **Au feu les pompiers'** on the resource CD. As the children look at the text, underline the following words: **cantinier** (cook) **cantinière** (cook). Explain the meanings of these words to the children.



(A translation of the entire song is available on the resource CD). Ask the children why there might be two different words for cook (**cantinier/cantinière**). This can lead to a discussion on how some nouns for occupation change their spelling according to whether the person doing the job is male or female. Ask the children whether this happens in English?



waiter – waitress
policeman – policewoman

(This could quite easily lead onto a lively debate around stereotypical male/female roles but the session will take longer than 15 minutes!)

Children check their work against the transcript of the song. They consider why there are two spellings for the word 'cook'. This leads to a discussion on the relationship between spelling and gender.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Reveal a list of professions/jobs on the IWB/OHP:

médecin
vendeur
agent de police
serveur
professeur

Give the children a timed challenge: ask them to work in groups and decide within two minutes what the meaning of each word might be. Explain that they are all the names of jobs.

Following the discussion in groups, collect answers from the children. Ask how they worked out the meanings. If they had difficulty with '**vendeur**' – relate it to vend > vending machines etc.

Emphasise how important it is when learning a language to make predictions and to use their knowledge of their own language to assist.

Now show a sentence describing a job:

Il est médecin.

Discuss this sentence with the children. Emphasise the key verb which they have already encountered.

Il est He is
Elle est She is

Ask the children if they notice anything specific about the sentence. Some children may notice that the article is missing e.g. 'He is doctor'.

Explain that the word 'a' is not used with jobs in French, Spanish or Italian. If children in the class have knowledge of/speak other languages, ask them if this is the case in the language they know.

Children study a list of jobs and use their knowledge of English to make predictions about the meaning of each word.

Children consider the strategies they used for working out the meaning of the vocabulary. They realise the importance of using their own knowledge of language to make predictions.

Children study a sentence. They revise a key verb:

Il est
Elle est

Children notice the structure of the sentence compared with English. They understand that structure and word order may vary across languages.

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Children should be reminded that word order can be different in the foreign language and sentence structure is not always identical. They know that through their work on adjectives in Years 4, 5 and 6 e.g:

un pull bleu a blue jumper

un nez rouge a red nose

Finally, play a vocab recall game with mini whiteboards. Say a job in French and challenge the children to write it quickly in English before holding up the board. Switch from English to French and play again, showing the correct spellings on the board after each one.

To complete the session, ask the children which two might have a different spelling in the feminine form. They will not be able to predict this but can make a guess.

The answer is:

vendeur – Elle est vendeuse

and

serveur – Elle est serveuse

Children write individual items of vocabulary in English/French on mini whiteboards. They compare their spelling to French words with the correct version displayed by the teacher.

Children recall that gender can affect the spelling of nouns relating to occupation.

 **NOTES:**

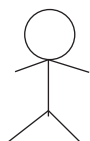
Part 3: 25 minutes

Teaching Sequence

Pupil Activity

During this session children will work independently using a dictionary.

Children create a family of 'stick' people – quick sketches (!) and write a sentence stating their profession under each e.g:



Il est infirmier (He is a nurse)

To do this task they will need to:

- remember **Il est** – He is
Elle est – She is
- remember that no article is used with jobs
- use a dictionary to find names of jobs
- try to spell accurately

Set a time limit of 20 minutes for children to complete the task. Before children begin work, remind them of basic dictionary skills:

- two halves to the dictionary
- use of head words to help them locate words easily
- alphabetical order

Further dictionary work will follow in Term 2 to extend their dictionary skills.

Children sketch a family and write a sentence under each person, stating his/her job. They remember key learning points from last session, as described opposite. They refer to the dictionary to find translation of nouns and aim to copy correctly. They complete the task in the stated limit.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



During this session children will listen carefully to a short spoken passage (see sound CD, track 21). As they listen to the passage children note down on mini whiteboards or on paper any family members they hear and any occupations they hear in French. (More able children may be able to match the family member with the appropriate occupation; others may simply record two or three items of vocabulary.)

To complete the task children will need to listen carefully for specific words relating to family members and the nouns for jobs, introduced earlier this lesson. They can attempt the task individually or in pairs. Play the recording two or three times.



As you correct the activity show a transcript of the audio recording on OHP/IWB and underline the key nouns.

Praise the children for listening carefully for the key words at the end of the session. This is a skill that many children find very difficult so they will need to recognise their own achievements.

Children listen carefully to a short spoken passage. They listen for key words to identify family members and occupations. They attempt to note these items of vocabulary in French. Some children are able to match the family member with the corresponding occupation.

Afterwards the children see a transcript of the recording and correct their work. They recognise that they have demonstrated a key skill in language learning: being able to listen for key details.

**NOTES:**

Lesson Six, Year 6

1 x 25 minutes; 2 x 25 minutes; 1 x 15 minutes

Lesson theme Christmas

Learning Outcomes

- Play a game using phrases in French to communicate with other players
- Recognise adjectival agreements in a short text
- Read aloud phrases from a text using a variety of voices and expression
- Prepare songs and sketches for a performance

Framework Objectives

Oracy

O6.1: Understand the main points and simple opinions in a story, song or spoken passage

O6.2: Perform to an audience

Literacy

L6.2: Identify different text types and read short, authentic texts for enjoyment or information

Core Vocabulary

Recap: family members

Phrases for playing games:

Donne-moi	Give me
A toi	your turn
A moi	my turn
S'il te plaît	please
Merci	thank you

Resources



- OHT with phrases for playing the game
- OHT with words of song: **Le Père Noël**
- Transcript of sketch 1: **L'écharpe la plus longue du monde**
- Transcript of sketch 2: **Les cadeaux de Grand-mère**
- Translations of both sketches
- **Joyeux Noël** book pages: vi, vii, 56, 38, 29, 30)
- **Joyeux Noël** CD, tracks 17 & 25
- Set of cards for **Jeu de Santons** game (page vi and vii)



- Revision of family vocabulary
- Key phrases
- Song: **Le père Noël**
- **L'écharpe la plus longue du monde**
- **Les cadeaux de Grand-mère**
- **Le bonhomme de neige**



Knowledge about language

- Notice and match agreements

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use context and previous knowledge to help understanding and reading skills
- Practise new language with a friend and outside the classroom
- Listen to clues to meaning e.g. tone of voice, key words

Part I: 25 minutes

Teaching Sequence

Pupil Activity

During this session children can play a game of '**Jeu de Santons**' (Happy Families) using resources from the book '**Joyeux Noël**' pages vi and vii.

Divide children into groups of 5 or 6 to play the game. Each child will need a set of cards as shown on page vii of **Joyeux Noël**. Each child decides on a profession/trade for their family and draws something for the family member to hold. See page vi for further explanation.



Prior to playing the game, remind the children of the key French phrases to use when playing, as listed under core vocabulary. (They have encountered most of this language in Years 3 and 4). Display the phrases on OHT/IWB and practise the pronunciation of each before the children begin to play. Use: 'OHT with phrases for playing the game' on the resource CD.



Allow children time to play the game in groups following the instructions on page vi of **Joyeux Noël**.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

During this session the children will practise a Christmas song – ‘**Le Père Noël**’ which may form part of a Christmas play, presentation or assembly. The text of the song and English translation is on page 56 of ‘**Joyeux Noël**’ and the song can be played using the **Joyeux Noël** CD, track 17. The transcript of the song is also on the resource CD.



As the children are by now familiar with colour vocabulary you could play the song without showing the transcript and ask them to listen very carefully to hear three colours mentioned in the song. Play the song twice and then collect answers from the children. Next, show the transcript and underline the colours. The children may notice that black and white are spelt differently e.g:

noir → **noires**

blanc → **blancs**

Explain that this is due to the plural nouns that they describe e.g. boots (If you would like to know more about adjectival agreement please refer to the teacher information sheet – Appendix B. This information is for teacher reference only – it is enough that the children recognise adjectives and understand they may change their spellings in French. Contrast this with English.)

Sing the song several times with the transcript displayed so that the children become familiar with the tune and some of the words.

During the next session the children will practise sketches which could form part of a play/assembly, in addition to Christmas songs.

Children practise a song in preparation for a performance.

During the first hearing they listen carefully to the words of the song to try to identify three colours mentioned. They study a transcript of the song and may comment on the spellings of the colours which are in a plural form. They are reminded that adjectives agree in gender and number with the noun they describe.

Children sing the song several times as they read the transcript and become familiar with the tune.

Part 3: 25 minutes

Teaching Sequence

Pupil Activity

Explain the two sketches that will be used in the performance. The first is on page 38: '**L'écharpe la plus longue du monde**' during which Grandma knits a very long scarf using lots of different coloured wool; the second is on page 29 entitled: '**Les cadeaux de Grand-mère**' (Grandma's presents). During the second sketch, which will be practised in part 4 of this lesson, the children receive some rather disappointing presents from Grandma – knitted socks and one very long knitted scarf.



Display the text of the first sketch on OHP/IWB. Avoid using the sentences in brackets as there is too much unfamiliar vocabulary contained here. See OHT on resource CD: "OHT with transcript of sketch 1" and play track 24 from the **Joyeux Noël** CD. Begin by revealing the first sentence only:

'Grand-mère Denise tricote une écharpe'
(Grandma Denise is knitting a scarf)
and pause the CD after this line.

Demonstrate the meaning. Next, play the second line on the CD and pause. Hold up a ball of red wool (if possible) and ask the children what the sentence means.

Now play the rest of the piece from the CD, holding up different coloured balls of wool as appropriate.

After the children have heard the text through once, play it again with the transcript visible without any pauses, encouraging the children to follow the text as they hear it.

Ask for volunteers for the sketch, one child to read each line and one could play the role of Grandma knitting = 9 participants.

Children listen to the audio recording of the sketch they will practise and focus on each sentence in turn. They use the visual aids presented by the teacher to guess the meaning of each phrase. They then follow the words of the text displayed on OHT/IWB as they listen to the recording.

Children volunteer to perform the sketch for the rest of the class. They refer to the OHT/IWB for written support as they participate in the sketch.

Part 3: 25 minutes (continued)

Teaching Sequence

Pupil Activity

Grandma sits in a chair pretending to knit. Each child faces the audience, delivers his/her line and then takes the right coloured ball of wool to Grandma.

At the end of the sketch Grandma exclaims:

'Quel dommage!' (What a pity!)

[One point to note: Adjectives here are in the feminine form as they describe the wool – **la laine**. Therefore, there are spelling differences which affect pronunciation.

verte

blanche]

Spend the rest of the session practising the sketch with the children.

NOTES:

Part 4: 25 minutes

Teaching Sequence

Pupil Activity

This session provides an opportunity for the children to practise the second sketch: '**Les cadeaux de Grand-mère**', which follows on from the first. The transcript of the text is found on pages 29 and 30 of **Joyeux Noël** and a translation is available on the resource CD.



Play the recording track 25 of **Joyeux Noël** CD and display the transcript on OHT/IWB.

Discuss the meaning of each line and ask the children to listen again and note in particular the intonation and expression used in the dialogue. (A translation is available on the resource CD).

Read the piece aloud with the children, attempting to use lots of expression.

Next, select three characters for the sketch – Grandma (**Mémé**) and two children. The three volunteers practise reading aloud. Invite other volunteers to read the dialogue if time allows.

Three children can be identified at this point to perform the sketch during the Christmas presentation. There will be more opportunity to practise both sketches during Lesson 7.

If time allows play again the song '**Le Père Noël**'.

Children listen to the recording and pay particular attention to intonation and expression. They discuss the meaning of each line with the teacher.

All the children participate in reading the dialogue with accurate pronunciation and good expression.

Volunteers practise reading the dialogue aloud to the rest of the class.

Children listen to and join in singing the song in preparation for the assembly/presentation.

Lesson Seven, Year 6

2 x 15 minutes; 1 x 30 minutes

Lesson theme Christmas

Learning Outcomes

- Play a game in a group, using French phrases to communicate
- Sing French songs with accurate pronunciation
- Speak audibly and clearly with good pronunciation and perform to an audience

Framework Objectives

Oracy

O6.2: Perform to an audience



Core Vocabulary

As Lesson 6

Resources



- OHT with words of song: **Le bonhomme de neige**

- **Joyeux Noël** book, page 55
- **Jeu de santons** cards as per lesson 6
- **Joyeux Noël** CD, track 2
- Handouts of sketches as required



- See lesson 6



Knowledge about language

- Use knowledge of word order and sentence construction to support the understanding of the written task

Language and learning strategies

- Practise new language with a friend and outside the classroom
- Plan and prepare – analyse what needs to be done to carry out a task

Part I: 15 minutes

Teaching Sequence

Children can play again the '**Jeu de Santons**' (Happy Families) game, using the cards prepared last lesson. Before they begin playing, remind them of the French phrases to use, on OHT or IWB.

**Pupil Activity**


Children recall the phrases learned during the last session. They play the game in groups, using French phrases to communicate with one another.

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

During this session children can practise the Christmas song(s) in preparation for the presentation. A second song, **Le bonhomme de neige**, which the children learned in Y4, is recommended. This song has a lively tune and is very popular. See  **Joyeux Noël**, page 55, track 2 on the **Joyeux Noël** CD. A transcript on OHT is included on the resource CD.

Children practise Christmas songs. They follow the lyrics displayed on OHP/IWB and join in singing.

 **NOTES:**

Parts 3 & 4: 30 minutes

Teaching Sequence

This time may be used to practise and rehearse the two sketches introduced during lesson 6.

Pupil Activity

Children work with the teacher in preparation for their Christmas presentation.

NOTES:



Lesson Eight, Year 6

1 x 20 minutes; 3 x 15 minutes

Lesson theme House and home

Learning Outcomes

- Be aware of cultural differences in housing abroad and at home
- Be able to match sound to individual words in a list of unfamiliar vocabulary
- Identify the sounds of some letters of the alphabet
- Recognise the meaning of eight rooms of the house in French (receptive use only)

Framework Objectives

Literacy

L6.3: Match sound to sentences and paragraphs

Intercultural Understanding

IU6.2: Recognise and understand some of the differences between people

23

Core Vocabulary

Recap:

voici here is
Il y a there is

une maison house
un appartement flat

Receptive use of:

un salon sitting room
une salle à manger dining room
une cuisine kitchen
une salle de bains bathroom
un garage garage
un balcon balcony
un jardin garden
une chambre bedroom

Resources



- OHT with sentences: **J'habite dans** x 2
Digital photos of houses in France
Sentence cards for listening activity
– **Il y a.../Voici...**
OHT with list of rooms (in two sections)
OHTs with words for alphabet march and song
Flashcards of rooms
Digital photos: inside and outside of houses



- Chante en français 2,
Track 21, march: **La marche de l'alphabet**,
Track 22, song: **Les lettres de l'alphabet**

- Mini whiteboards
Dictionaries



- Key vocabulary
Key phrases
Missing letters



Knowledge about language

- Recognise patterns in the foreign language

Language and learning strategies

- Use language known in one context or topic in another context or topic
- Compare and reflect on techniques for memorising language
- Use a dictionary

Part I: 20 minutes

Teaching Sequence

Pupil Activity



8 Show two sentences on the board/OHP

J'habite dans une maison

(I live in a house)

J'habite dans un appartement

(I live in a flat)

Use 'OHT with sentences: **J'habite dans**
x 2' on the resource CD.

Ask the children to study the two sentences for a minute to try and work out the meaning of each.

As you take answers, remind children of the use of '**J'habite**' in Y5 and '**J'habite à Wakefield**' (I live in Wakefield).



24 Next, play the recording of the two sentences read aloud on the sound file, track 24.

Ask the children to think very carefully about how the sentences sounded and how each word was pronounced.

Give them a minute to discuss with a partner anything they noticed about the pronunciation of one particular word. Very observant/able children may spot that the final letter '**s**' is pronounced in the word '**dans**'.

The children used this word during Y5 in the structure:

'J'habite dans le nord de l'Angleterre'

(I live in the North of England)

In the sentences introduced today, the '**s**' is pronounced at the end of **dans** because the next word begins with a vowel.

Children study two sentences containing some familiar and unfamiliar vocabulary. They use previous knowledge to decipher the meaning of each sentence.

Children listen carefully as each sentence is read aloud. More able children notice the pronunciation of the word **dans** with the final consonant pronounced.

Part I: 20 minutes (continued)

Teaching Sequence

Pupil Activity

Now begin a conversation with the children about typical homes. What sort of housing is typical in England? Does it vary between cities, towns, suburbs, the countryside? How might housing in the countryside compare with housing in big cities and towns? Continue the theme by discussing housing abroad. The resource CD provides images of housing in France. Discuss the images and ask the children about any similarities/differences.



Children discuss (in English!) different types of housing at home and abroad. They study images of houses/flats in France and look for any noticeable differences between French and English homes. Their attention is drawn to the points listed opposite. Some children may have visited another country and have information to share with the group about their accommodation or about houses belonging to friends and relatives abroad. If you have a Foreign Language Assistant working in the school you could ask him/her to show photos of different types of housing in his/her home town.

You may highlight the following during the discussion:

- Many more people live in flats in cities/towns in France
- Flats generally have a balcony for sitting outside
- Shutters are used at the windows more commonly than curtains
- Often houses in France and in other European countries have tiled floors in some rooms rather than carpets
- Houses in France often have 'window boxes' planted with flowers in spring and summer

**NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Begin by distributing a set of sentence cards to each pair of children. The sentence cards contain phrases such as:



Il y a un garage (There is a garage)
Voici une chambre (Here is a bedroom)

See resource CD: 'Sentence cards for listening activity – **il y a.../voici...**'

The meaning of the phrases will be discussed at a later stage. The purpose of the next activity is to give children practice in matching sounds they hear to written sentences. Either read aloud (or play from the recording on the sound file, track 25) a list of sentences. The children must listen to the sentences and arrange the sentence cards into the correct order, according to the sentences they hear. Allow children time to listen to the sentences a second/third time as necessary.

To correct the activity read the sentence or play the recording again and ask the children to hold up the corresponding sentence card.

Next discuss with the children the meaning of '**Voici**' (here is) and '**Il y a**' (there is).

Display a list of the following nouns on the OHP/IWB

un garage

un balcon

un salon

une chambre

une salle à manger

and give the children time to consider how to pronounce each word. As you take feedback, emphasise the pronunciation of the letter strings



underlined. (A list of rooms in the house is provided on the sound file, track 23 for teacher reference).

Children read a set of word cards. Then they listen as the sentences are read aloud or played from a recording. They work in pairs to sequence the sentence cards according to the text heard.

Children listen again to the sentences read aloud/played from the sound file and hold up the corresponding sentences.

Children read a list of nouns relating to the theme of house and home. They consider how to pronounce each word accurately. Their attention is drawn to key letter strings.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



8 Display a list of rooms of the house, divided into two sections. The lists are provided for OHP/IWB – see resource CD: 'OHT with list of rooms (in two sections)'



26 First list:
un garage
un balcon
une chambre
un salon
une salle à manger

Second list:

un jardin
une salle de bains
une cuisine

Show the first list and give the children time to consider the meaning of each word. Explain that they are all rooms/parts of a house. Take answers from the children and discuss how they worked out the meanings. Make connections with English words.

When the children see the second list, encourage them to use a dictionary to work out/check meanings.

Conclude the session by showing how the words are used in a structure e.g. **Il y a un balcon** (There is a balcony)
Voici une chambre (Here is a bedroom)
 If time allows, you could play a writing game using mini whiteboards. State a room of the house in French and encourage the children to quickly write down the English meaning. Alternatively state a room of the house in French and encourage children to write the word in a sentence in French.

Children study a list of rooms of the house. They decipher English meanings through deduction. Afterwards, they discuss with the teacher and with other children the strategies they used to work out the meanings. Their attention is drawn to the similarities between the French/English nouns.

Children refer to a dictionary to check meanings.

Children study sentences containing the newly acquired vocabulary. They play writing challenge games as they practise translating sentences.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

During this session, the children will practise the alphabet in French. The children have encountered some letters of the alphabet during Years 3 and 4. Throughout the next two terms you may choose to include spelling games to practise/reinforce the alphabet as you teach different vocabulary.

There are certain letters which are particularly troublesome for children to remember – e.g. **i, j, q, r, y** and it is helpful to use a song to practise the alphabet. See march and song in Chante en français 2, tracks 21 and 22: **La marche de l'alphabet** and **Les lettres de l'alphabet**. Play the march several times and encourage the children to join in.



Some teachers have been happy to lead children in marching around the room as the letters of the alphabet are sung!

It is likely that the children will need a lot of reinforcement of letters of the alphabet and you may choose to re-play this march on various occasions (while the children are busy changing for PE or lining up, for example.)

Conclude this session by emphasising how vitally important it is to be able to spell in a foreign language – to spell the name of a town, to give/understand an e-mail address etc.

At the discretion of the teacher, another opportunity to practise the alphabet is offered with the rap on track 22. Each letter is linked to vocabulary which the children should be familiar with.

Children listen to a song which will help them to learn the letters of the alphabet in French. Following the song children are reminded of some 'tricky' letters. They enjoy reciting the letters and singing with the teacher. They understand the importance of being able to say and understand the French alphabet for communicative purposes.

Lesson Nine, Year 6

1 x 20 minutes; 1 x 20 minutes; 1 x 30 minutes

Lesson theme House and home

Learning Outcomes

- Contribute to a shared writing task describing an ideal home
- Produce own piece of writing, adapting a model

Framework Objectives

Literacy

L6.4: Write sentences on a range of topics using a model

23

Core Vocabulary

As for lesson 8+ revision of

petit	small
grand	big
joli	pretty
superbe	superb
magnifique	magnificent

plus:

immense	immense/huge
de luxe	luxurious
en haut	upstairs
en bas	downstairs

Resources



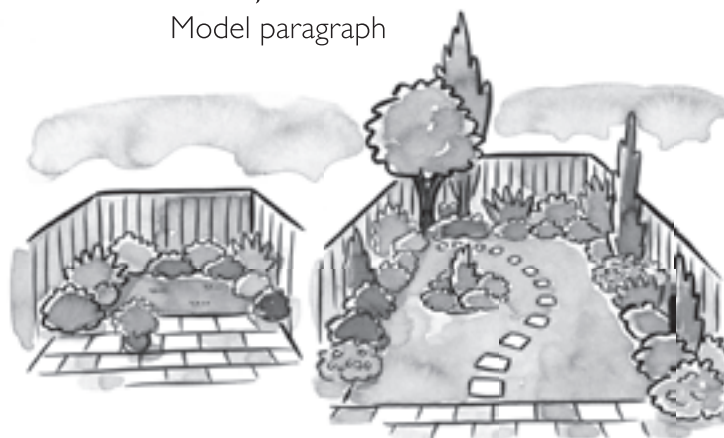
- OHT of rooms with letters missing
- OHT with list of adjectives
- OHT with ideal house sentence
- Model paragraph
- OHT with words of song: **a, é, i, o, u**



- Chante en français 2,
Track 22, song: **Les lettres de l'alphabet**,
Track 21, march: **La marche de l'alphabet**,
Track 23, song: **a, é, i, o, u**



- Key vocabulary – adjectives
- My ideal house
- Positioning on adjectives
- **En bas, en haut**
- Model paragraph



Knowledge about language

- Recognise patterns in the foreign language
- Use knowledge of words, text and structure to build simple spoken and written passages

Language and learning strategies

- Plan and prepare – analyse what needs to be done in order to carry out a task
- Use language known in one context or topic in another context or topic
- Apply a range of linguistic knowledge to create a simple, written production

Part I: 20 minutes

Teaching Sequence

Pupil Activity



21 Play again the alphabet march on track 21 or the song on track 22 from Chante en français 2 CD, practised during lesson 8.



22 If you feel the children are becoming sufficiently familiar with the letters of the alphabet, you may choose to do some of the activities below. If not, spend additional time listening to the tracks on the CD and practising the difficult letters.

1. Play a game whereby the children have to guess the room of the house that you are spelling aloud.



2. Next, show a list on OHT/IWB of rooms of the house with letters blanked. Ask the children to guess the missing letters in French. See resource CD: 'OHT of rooms with letters missing'.

3. Finally play a hangman type game on the board challenging the children to find the word by offering letters in French.

All these activities will help children to recall the names of the rooms, and also provide practice in understanding and using some letters of the alphabet.



23 An additional song focusing specifically on vowel sounds and the pronunciation of the letter e with accent, **a, é, i, o, u**, is also available on the song CD, track 23. You may choose to use it here or to include it at any stage over the next few lessons. It is worthwhile reminding children how a grave and acute accent alters the sound of the letter e – acute accent makes the same sound as the letter a in English – e.g. **café, supermarché, bébé;**

A grave accent makes the same phonetic sound as e in English – **père, frère, mère.**

Children listen and join in singing.

Children participate in spelling games, revising and consolidating the French alphabet.

Part 2: 20 minutes

Teaching Sequence

Pupil Activity

Explain to the children that the objective for this session is to produce a short description of the class's ideal home, through a shared writing task.



9 Display adjectives one by one on the OHP/IWB (see resource CD: 'OHT with list of adjectives') and encourage the children to offer/guess English equivalents as each is displayed:

immense	immense/huge
petit	small
grand	big
joli	pretty
superbe	superb
magnifique	magnificent
de luxe	luxurious

(The children have encountered almost all of these adjectives during Y3-Y5).

Use the adjectives to describe your ideal house to the children in one sentence:



28 **'Dans ma maison idéale il y a un salon superbe et un jardin immense'**

(In my ideal home there is a superb sitting room and a huge garden.)



9 Display the sentence using OHP/IWB. See resource CD: 'OHT with ideal house sentence'.

Ask the children to find the nouns in the sentence and then translate the sentence with them. Next underline '**un salon**' and '**un jardin**' and ask the children to substitute different words into the sentence.

Explain that in a few moments the class will create a paragraph about their ideal home. Firstly, there are some crucial points to remember about adjectives:

1. **petit, grand, joli** all precede the noun. They are exceptions to the general rule. The other adjectives in the list follow the noun.

Children study a list of adjectives and recall/guess the English equivalents for each word.

Children listen to a short sentence read aloud by the teacher.

Children identify nouns, listen to the translation of the sentence and then attempt to vary the meaning of the sentence by substituting nouns.

Children consider points of grammar relating to adjectives, first encountered during Year 4. They understand that adjectives usually follow the noun and that adjectives may change spellings depending on the gender of the noun they describe.

Part 2: 20 minutes (continued)

Teaching Sequence

Pupil Activity

2. **petit, grand, joli** will all take an extra 'e' if describing a feminine room: e.g.
une jolie cuisine
une grande salle de bains

The other adjectives already end in 'e' so they remain the same.

Although these points have been discussed with children briefly in Year 4 and Year 5, they are nevertheless complex and you will need to decide how much detail to give. You may initially choose to share point 1 only with the children. You may choose to omit point 2 or to cover it at the end of the shared writing activity, by asking the children whether they notice anything about changes in spellings that may occur e.g. **joli, jolie**.

Begin the shared writing task by writing on the board...

'Dans la maison idéale de la classe il y a...'

Demonstrate the first possibility

'... une cuisine immense'

and then encourage the children to suggest other possibilities, scribing the answers they give e.g.

un joli jardin

une salle de bains de luxe

By scribing suggestions from the class you can create the class's 'ideal home' with the text typed and printed for display.

Children listen as the teacher begins a paragraph and then suggest possibilities in French as they contribute to a shared writing activity.

Parts 3 & 4: 30 minutes

Teaching Sequence

Pupil Activity

Explain to the children that during this session they will work in pairs and/or individually to produce their own 'ideal home' description for display.

Children listen to the lesson introduction.

Begin by brainstorming key vocabulary and structures:

rooms of the house

adjectives

there is/there are (**il y a**)

downstairs/upstairs (**en haut/en bas**)

Children recall vocabulary and structures.



Next, show a 'Model paragraph' on OHP/IWB to remind children of the sort of information to include. See resource CD. The text is also on the sound CD, track 29.

Children study a model text on OHP/ IWB and consider its meaning and sentence structure.



Bonjour!

Je m'appelle Claire.

Voici ma maison idéale...

**En bas il y a une cuisine immense,
une grande salle à manger et un
salon superbe.**

**En haut il y a une salle de bains de luxe
et six chambres.**

Il y a aussi un jardin magnifique.

Most children will need a written copy of the model text and some may work at simply substituting a few items of vocabulary; other children may be able to alter the text and form their own sentences, using vocabulary learned in other contexts.

Children use the model text, and their knowledge from previous lessons to compose their own ideal home description. Some children refer closely to the model and substitute a few nouns, others substitute adjectives and nouns and add one or two sentences of their own, such as their age or family details.

The work can be presented for display.

Lesson Ten, Year 6

1 × 20 minutes; 2 × 15 minutes

Lesson theme House and home

Learning Outcomes

- Memorise and perform a verse from a song
- Understand the gist of an audio recording, matching adjectives to nouns
- Identify different text types

Framework Objectives

Oracy

O6.2 Perform to an audience

O6.3: Understand longer and more complex phrases or sentences

Literacy

L6.2: Identify different text types and read short, authentic texts for enjoyment or information



Core Vocabulary

une fenêtre a window
une piscine a swimming pool

Resources



- OHT with words of song: **Ma maison idéale**
- OHT with translation of song: **Ma maison idéale**
- Transcript of audio recording
- Worksheet to accompany audio recording
- Selection of different text types
- OHT different text type options



- Chante en français 2, Track 24, song: **Ma maison idéale**



- Song: **Ma maison idéale**
- Key vocabulary
- Audio transcript
- Matching adjectives to rooms
- Pelmanism – rooms game
- Text genres



Knowledge about language

- Use knowledge of word order and sentence construction to support the understanding of the written text

Language and learning strategies

- Plan and prepare – analyse what needs to be done in order to carry out a task
- Use context and previous knowledge to help understanding and reading skills
- Listen for clues to meaning e.g. tone of voice, key words
- Evaluate work

Teaching Sequence

Pupil Activity

Explain to the children that during this session they will memorise and perform parts of a French song.



Begin by playing the song: '**Ma maison idéale**' (Chante en français 2, track 24) and at the end of the song ask the children if they have any idea what the song is about. Play the song two more times and this time ask the children to note down any words they hear that they recognise.



Take answers from the children before showing a transcript of the song on OHT/IWB. See resource files: OHT with words of song. Check the children's understanding and emphasise two new words, **fenêtre/piscine**.

Play the song again and encourage the children to join in singing.



Next, distribute the words of the song on a handout and a translation of the song (see resource CD). Divide the children into groups and give each group a verse to practise, before performing to the rest of the class. Explain to the children that when they present they should aim to:

- sing clearly and audibly
- pronounce each word accurately
- try to sing in tune!

Next play the song again and then give the children five or ten minutes to practise in groups before performing to the rest of the class.

Children listen to the introduction to the lesson.

Children listen carefully to a song and try to understand the context/gist.

Children listen again to the song. This time they listen for familiar words and note each word they recognise.

Children study the transcript of the song and are introduced to two new items of vocabulary: **fenêtre** (window) and **piscine** (swimming pool).

Children listen to an introduction to the next activity. They hear the song again and then work in groups to prepare and practise one verse which they will present to the rest of the class. They understand that their work will be evaluated according to the criteria stated.

Parts 1 & 2: 20 minutes (continued)

Teaching Sequence

Pupil Activity

You may like to evaluate the presentations with the rest of the class according to the criteria stated above. It is likely that the children will enjoy this activity (and it will certainly appeal to the 'entertainers' in the group!)

Conclude the session by correcting any pronunciation errors and rewarding the best performers.

Children listen carefully as errors in the pronunciation are corrected.





NOTES:

Part 3: 15 minutes


Teaching Sequence

Pupil Activity

 During this session the children will listen to an audio recording, during which they hear a French person describing his home. Play the sound CD, track 31.

 Distribute the accompanying worksheet to the children. (See 'Worksheet to accompany audio recording' on the resource CD).
Next, play the audio recording encouraging the children to match the room in the house with the adjective used to describe it.

Some children will find this activity very challenging so play the recording three times and give children time to discuss answers in pairs or groups before

 showing a transcript of the recording on OHT/IWB and correcting the activity.

Children listen carefully to an audio recording. As they do so, they complete a worksheet activity, matching each noun with the adjective used to describe it.

Children discuss answers with others in the group. They see a transcript of the recording and correct their work.

NOTES:



Part 4: 15 minutes

Teaching Sequence



During this session the children are given a selection of different text types – see resource CD. The purpose of the activity is to give them practice in skimming texts, assessing what kind of text it could be. The selection included on the resource CD includes a weather report, a joke, a recipe, a letter to a hotel, a description of the interior of a house. It would be a good idea to use authentic materials here if these are available to you – e.g. articles from French magazines, texts downloaded from a French website, bus or train timetables etc.

During the activity give children time to browse through all the different texts available to them and ask them to work in groups to identify what kind of text they are looking at. You may prefer to give the children a list of possible alternatives – this is provided on OHT (see resource CD: 'OHT different text type options'). If you do this, you could extend the more able by asking for some details on each piece – e.g. What is the letter about? Can they recognise any foods in the recipe? etc.

After the activity, ask the children how they were able to identify the text type – they should mention primarily layout of the text, but they may also refer to specific vocabulary or structures they have encountered previously. Emphasise that skimming a text to get a gist of what the piece might be about is a key skill when tackling short texts in the foreign language.

Pupil Activity

Children browse through a selection of short texts made available to them. They work in groups and discuss the characteristics of each text with others. Some children will correctly identify each type of text, using their knowledge of text conventions and also recognising words and structures they have encountered in different contexts. Other children may use additional support from the teacher and match up the text and text type from a list of possible alternatives.

Lesson Eleven, Year 6

1 x 15 minutes; 1 x 25 minutes; 1 x 40 minutes

Lesson theme House and home

Learning Outcomes

- Identify nouns and adjectives contained in a text
- Be familiar with the abbreviations used in a dictionary to identify noun, verb, adjective, adverb
- Recognise potential hazards when using dictionaries and understand how abbreviations can help
- Read phrases with appropriate intonation and expression

Framework Objectives

Literacy

L6.1: Read and understand the main points and some detail from a short written passage

L6.2: Identify different text types and read short, authentic texts for enjoyment or information



Core Vocabulary

Sur on
Sous under

Resources



- OHT with text '**une maison à louer**'
Translation of text '**une maison à louer**'
Corrected version – nouns/adjectives
Sets of word cards for sorting

- Recording equipment
Dictionaries



- **Une maison à louer!**
Sorting words
Errors in translation
House for sale



Knowledge about language

- Use knowledge of word order and sentence construction to support the understanding of the written text

Language and learning strategies

- Use context and previous knowledge to help understanding and reading skills
- Practise new language with a friend and outside the classroom
- Make predictions based on existing knowledge
- Use a dictionary
- Plan and prepare – analyse what needs to be done in order to carry out a task
- Evaluate work

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Display the text: **Une maison à louer** on OHP/IWB.

Explain to the children that the text is a short advert about a house that is available to rent. To give the children practice in 'scanning' the text for key information, ask the following questions:

1. How many bedrooms are there?
2. Which number do you need if you are interested in renting the property?
3. How much does the house cost to rent?

Take answers and remind the children how to scan a text for key information, and then distribute the text on a handout.

Children will now work in pairs, underlining (in 2 different colours) all the nouns and adjectives they can spot in the text.

Give one or two examples to help the children make a start.



After five minutes invite individuals to the board, OHP/IWB and underline nouns, and then adjectives. (A corrected version and a translation are available on the resource CD).

When correcting this activity, translating every word is not essential. The purpose of the activity is to give practice in recognising some familiar and unfamiliar nouns and adjectives.

You may choose to provide dictionaries for this activity.



If time allows play again the song '**La maison idéale**' introduced during lesson 10 and display the words of the song.

Children scan the text for key information.

Children volunteer information and understand the importance of scanning a text quickly to find out key details without translating every word.

Children work in pairs and underline any nouns/adjectives they recognise in the text.

Volunteers underline nouns/adjectives on OHP/IWB.

Children listen again to a song introduced during an earlier lesson and enjoy singing as they recap vocabulary relating to the home.

Part 2: 25 minutes

Teaching Sequence

Pupil Activity

(Distribute dictionaries to each child).

Explain that the purpose of this session is to consider how abbreviations used in the dictionary can be helpful when looking up words.



Begin by handing a set of word cards to pairs of children. See resource CD.

Each set of cards contains nouns, verbs, adjectives and prepositions. Remind the children of the function of each in a sentence. Then give the children five minutes to group each of the words according to the word class. (There are six words in each group).

Some children will be able to complete this activity fairly easily, but others may need support and you may choose to write the English translation for some words on the board. All the words included here have been covered either in Y5 or Y6, except **sur/sous** – on/under.



chambre	il y a	joli	sur
salon	habite	grand	dans
maison	mange	petit	sous
	joue	immense	au coin
jardin	aime	de luxe	à gauche
garage	est	superbe	à droite

Once the children have correctly sorted the vocabulary, ask them to look up the following words in the dictionary to find the abbreviations for noun, verb, adjective, preposition: **maison, garage, jouer, manger, grand, joli, sur, dans**. You may choose to do this with the children.

n = noun (m = masc f = fem)

vt = verb

adj = adjective

prep = preposition

Children work in pairs to sort a set of word cards into word classes. They identify nouns, verbs, adjectives and prepositions. Some children use a dictionary as a support.

Children use the group of words to identify abbreviations used in the dictionary for each word class. They note their answers and communicate them to the teacher and the rest of the class.

Part 2: 25 minutes (continued)

Teaching Sequence

When the children have identified the abbreviations, ask them why abbreviations may be used. Provide the following examples:

'I can hear you.'
'I can speak French'

Ask the children about the word 'can'. What type of word is it? Is it always a verb?)

Explain to them that sometimes people use a dictionary without thinking about the word class and checking abbreviations. They end up with a sentence that translates as:

'I tin/can hear you.'

Here they have selected a noun, not a verb!

Can the children think of any other English words which change their meaning and can be both nouns or verbs depending on their function in the sentence?

	<u>verb</u>	<u>noun</u>
saw	to see	a saw
play	to play	a play
walk	to walk	a walk
dance	to dance	a dance

To complete the session, challenge the children to find the verb 'to play' and the noun 'a play'.

Emphasise that learning a language requires much more skill than translating with a dictionary and recap the abbreviations for each word class.

Pupil Activity

Children study English sentences displayed by the teacher and consider the meaning of the word 'can'. They listen carefully and understand that some words in English have different meanings according to the word class. They recognise that this can cause problems in translation, and understand the importance of using the dictionary carefully when looking for French vocabulary.

Children consider other English words which could be a verb/noun depending on the sentence.

Children use the dictionary to find French equivalents of the word 'play' in English, as a verb and as a noun.

Children consider again the abbreviations used in the dictionary.

Teaching Sequence

Pupil Activity



Display again the 'Estate Agent' text introduced during Part 1 – '**Une maison à louer**'.



Play the recording of the text from the sound CD, track 34 and encourage the children to follow the text as they hear it. To add interest and challenge, suddenly pause the CD and encourage the children to call out the next word. Play the recording three times.

Next, explain to the children that they will work in groups of four for the next activity. Their task is to prepare part of the advert for radio broadcast. Therefore they need to work as a group.

They decide whether to read aloud the whole text or parts of the text and they decide who will read each section/line. They then practise reading it through with accurate pronunciation, and with good intonation and expression.

If the children cannot remember how to pronounce a specific word that they need they can either:

1. ask each other
2. ask children from another group
3. ask the teacher
4. play the sound file CD

Explain that each group will record their advert when they are ready and that each advert will be listened to and judged according to the criteria below:

- clear audible voices
- accurate pronunciation
- good intonation and expression

(Children had some experience at evaluating work when listening to the song performances during lesson 10.)

Children follow a text as they listen to an audio recording of it. They demonstrate their ability to follow the text by providing the next word when the CD is paused.

Children listen carefully to instructions and understand the nature of the task. They work collaboratively and agree how to use/adapt the text. They decide who will read each section of the text and they practise reading aloud, checking the pronunciation of each member of the group. They understand clearly the assessment criteria for the task, and attempt to read aloud with good intonation and expression.

They understand the support available to them if they are unsure how to pronounce individual words, and they listen to an example of an advert provided by the teacher.

Parts 3 & 4: 40 minutes (continued)

Teaching Sequence

Pupil Activity

Prior to the children beginning work, provide an example, showing how the text can be shortened. The word 'avec' (with) (learned in Y3, 4 and 5) may be useful e.g:



35 Une très belle maison en brique avec:
quatre chambres,
deux salles de bains de luxe,
garage intérieur,
€700 par mois,
pas d'animaux,
téléphonez...

Some children may prefer to read the entire text, but explain that the option to reduce it means they can avoid words that they are unsure of. It would be challenging indeed to read the entire text with accurate pronunciation!

Children prepare and record their adverts, which are then played aloud to the rest of the class.

Children record their advert when ready. They listen carefully to the presentations of others in the group and consider each advert against the assessment criteria stated by the teacher.


NOTES:

Lesson Twelve, Year 6

3 x 20 minutes; 1 x 15 minutes

Lesson theme House and home

Learning Outcomes

- Be able to ask for repetition/clarification in French
- Use knowledge of pronunciation rules and sound patterns to create a rap using familiar vocabulary

Framework Objectives

Oracy

O6.2: Perform to an audience

Literacy

L6.3: Match sound to sentences and paragraphs

36

Core Vocabulary

une chaise	chair
un divan	sofa
une table	table
un frigo	fridge
une chaîne hi-fi	hi fi
une douche	shower
un micro-ondes	microwave
un tapis	carpet
une lampe	lamp

Revision of:

Répète, s'il te plaît!

Répétez, s'il vous plaît! Repeat please

Qu'est-ce que c'est... en français?

What is... in French?

Resources



- Flashcards of furniture vocabulary
- Text cards of furniture vocabulary
- OHT with furniture vocabulary
- OHT with furniture vocabulary and missing letters
- Pelmanism cards with furniture
- OHT with repetition phrases
- Transcript of rap
- Prompt sheet for rap
- OHT with words of song: **Les prépositions**



- Chante en français 2, Track 25, song: **Les prépositions**

- Dictionaries
- Mini whiteboards



- Key vocabulary
- Missing letters
- More key vocabulary
- Pronunciation
- Key phrases
- **Tu and vous**
- Reveal rooms game
- Rap
- Extension work



Knowledge about language

- Recognise patterns in the foreign language
- Use knowledge of word and text conventions to build sentences and short texts

Language and learning strategies

- Practise new language with a friend and outside the classroom
- Ask for repetition and clarification

Part I: 20 minutes

Teaching Sequence

Pupil Activity

Explain to the children that during this lesson they will consider the type of furniture that would have been in a typical home in 1948.

Children listen to the introduction to the lesson.



Next, introduce 7 new items of vocabulary, one at a time. As you show an image for each item (either using flashcards or IWB), show the written word also. The children must look at the item, listen to the French and show whether they think it was an everyday item of furniture in 1948 by showing either side of their mini whiteboard:

Children consider each new item of vocabulary introduced. They hear the pronunciation of the word as they see it in written form. They then consider whether each item of furniture would have been in a 'typical' home in 1948 and vote 'Oui/Non' using mini whiteboards.



OUI (yes)
or **NON** (no)

Follow the activity by showing a list of the furniture that was/wasn't typical in 1948. See resource CD: 'OHT with furniture vocabulary'.

Children study the list of vocabulary.

une chaise	une télévision
une lampe	une chaîne hi-fi
une table	un frigo
un divan	

As the children study the vocabulary, ask them if any words are difficult to learn. As all closely resemble the English it is likely that they will find all of them easy to memorise. Focus on the pronunciation of each word and emphasise the difference in pronunciation between the English/French word. Revise the letter 'i' and how it sounds in **frigo**, **divan** and **hi-fi**.

Children consider which word(s) could be difficult to learn. Their attention is drawn to the similarity between the nouns in French and in English. They are aware that the words are pronounced differently and listen carefully to the French.

Next, to help give additional practice in memorising the new vocabulary, flash the written word for each, one at a time, very quickly on IWB/OHP. The children must quickly chant the word.

Children attempt to read the words very quickly and chant them aloud.

Part I: 20 minutes (continued)**Teaching Sequence****Pupil Activity**

Remind the children of strategies they can use to help them memorise vocabulary: see appendix A at end of notes for Y6.

Finally, display a list on OHT/IWB of the furniture items with letters missing. Introduce them one at a time and challenge the children to write the correct version of the word on mini whiteboards.

Children identify missing letters in a list of furniture vocabulary and attempt to rewrite the words correctly on mini whiteboards.

**NOTES:**

Part 2: 20 minutes

Teaching Sequence

Pupil Activity

Distribute mini whiteboards once again.

Challenge the children to recall 7 items of vocabulary from the previous session. They can write the words on the mini whiteboards.

Children try to remember and record the furniture items introduced during the last session.



Next, introduce three more items of furniture vocabulary, using flashcards or IWB resources. These words are more difficult to learn and will need a lot of practice and reinforcement:

Children are introduced to three additional vocabulary items. They practise the new vocabulary through memory games.



un micro-ondes	microwave
une douche	shower
un tapis	carpet

Emphasise again the sound of the letter 'i' in the words above.

Children listen carefully to the teacher's explanation. They are introduced to a convention in French and listen carefully to the pronunciation of each phrase. They recognise how the position of the accent influences the pronunciation of individual letters.



Remind the children of the phrases learned in previous years when needing clarification/repetition:

'Répétez, s'il vous plaît.'
'Microwave, qu'est-ce que c'est en français?'

Take this one step further by explaining a key point about French – there are two ways of talking to other people: in a familiar way – with friends; and in a formal way with people you don't know very well. This affects the words you use in a sentence. If you are talking to a friend you would use:

Répète, s'il te plaît.

To an adult you would use:
Répétez, s'il vous plaît.

Part 2: 20 minutes (continued)

Teaching Sequence

Pupil Activity



Display the phrases on OHT/IWB and listen to each on the sound file, track 37.



See resource CD: 'OHT with repetition phrases'. Spend some time practising them with the children. It is worth drawing their attention to the position of the accents and reminding the children how they alter the sound of the letter 'e'. Here you could play once again the song:



a, é, i, o, u, from Chante en français 2, track 23.



The children can now work in pairs using pelmanism cards (pictures and text cards of furniture items) to play memory games/matching games. This activity will help them to learn the furniture vocabulary and to read the word with correct pronunciation. If they are unsure of a word, they must ask for clarification/ repetition in French using the phrases displayed on the board.

Children work in pairs playing games whereby they match pictures with the French word. They practise pronouncing the words with a partner and ask in French for vocabulary to be repeated.

NOTES:

Part 3: 20 minutes

Teaching Sequence

Pupil Activity

During this session the children work in pairs/groups to create a rap, using vocabulary learned so far on this topic area:

phrases such as **il y a**

rooms of the house

furniture items

Explain that rap need not make sense and can include vocabulary from any topic area! The purpose of this short activity is to give the children the opportunity to be creative with language, as they use their knowledge of sound patterns.



Play an example from the sound CD, track 38 before children begin the task and show a transcript of the rap on



OHT/IWB.

Explain to the children that they should aim to use familiar vocabulary to write a rap of between 4 and 6 lines. Time will be given during the next session to practise and perform the rap for the rest of the class.

Suggest to the children that they could begin by finding nouns that rhyme/almost rhyme e.g. **balcon, salon**

tapis, petit, chaîne hi-fi

A Prompt sheet listing some words which the children have learned throughout Key stage 2 is included on the resource CD to help children create this rap. See 'Prompt sheet for rap' on resource CD.



Children listen to an example of a rap created using familiar vocabulary from the current topic of house/home. They see a transcript of the rap as they hear it.

The children work in pairs/groups to compose their own rap, using familiar vocabulary. They consider the number of syllables and the sound of each word. They may use vocabulary from other topic areas as appropriate, and use dictionaries to check the spelling of words.

Part 4: 15 minutes

Teaching Sequence

Allow time in this session for the children to present the rhyming raps which they prepared during the last session.

*(As children are now familiar with the rooms of the house and furniture items, lesson 13 provides the opportunity for children to undertake several speaking activities, one of which links rooms of the house and vocabulary in simple sentences – e.g. **Dans le salon il y a un divan.***

*With very able children you may like to extend this work by including prepositions in room descriptions – e.g. – **Dans le salon il y a un divan à gauche et une table au centre.** For this reason, a prepositions song is provided on Chante en français 2 CD, track 25. This revises prepositions learned in Y5 – **dans, au coin, à gauche, à droite, au centre** – and two new prepositions – **sur** (on) and **sous** (under).*



Pupil Activity

Groups of children present rhyming raps prepared during the last session.

NOTES:

Lesson Thirteen, Year 6

2 × 30 minutes; 1 × 15 minutes

Lesson theme House and home**Learning Outcomes**

- Be able to sustain an unrehearsed conversation of at least four exchanges
- Find key information from an authentic text

Framework Objectives**Oracy**

O6.4: Use spoken language confidently to initiate and sustain conversations and to tell stories

Literacy

L6.2: Identify different text types and read short authentic texts for enjoyment or information

Core Vocabulary

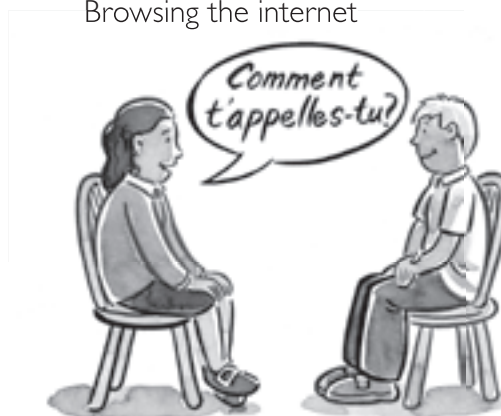
No new vocabulary
(Revision of French alphabet)

Resources

- OHT with secret sentences
- OHT with 'Speed chat' questions
- Teacher's notes with 'Speed chat' standard questions and answers



- Hangman
- Describing rooms
- Secret sentences
- Speed chat questions
- Speed chat answers
- Stalling phrases
- Browsing the internet

**Knowledge about language**

- Use knowledge of words, text and structure to build simple spoken and written passages
- Devise questions for authentic use

Language and learning strategies

- Use language known in one context or topic in another context or topic
- Practise new language with a friend and outside the classroom
- Use a dictionary

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Begin this lesson with a quick game of 'Hangman'. The purpose of this activity is to recap recently learned vocabulary relating to house and home and to provide additional practice in recognising letters of the alphabet.

The children can compete against the teacher. Explain that the word selected is a noun/adjective relating to rooms, furniture etc.

To give the children some practice in speaking, play a 'secret sentences' game. See resource CD: 'OHT with secret sentences'. Display the chart showing three sections of different sentences – beginning, middle, end. You then tell the children that you have taken a phrase from each column to make a sentence and the children have to work out the sentence you have secretly written down. To do this, volunteers suggest possibilities. Draw three columns on the board or flip chart and indicate with a tick or a cross whether they have selected the right phrase in that column:

E.g. X ✓ X

By indicating which part of the sentence matches the secret sentence, the children continue to volunteer possibilities until you indicate a tick for each column meaning that they have solved the puzzle. Then reveal the secret sentence that you wrote down initially. You could play this game repeatedly as it encourages children to speak aloud with written support and reinforces vocabulary and the sound-spelling link.

Children revise the alphabet in French as they play a 'Hangman' game with the teacher.

Children volunteer short sentences orally in French as they try to solve the riddle of the secret sentence.



Teaching Sequence

Pupil Activity

During this session you will play a game of 'Speed Chat' with the children.

Children listen to a description of the activity and the purpose of the activity.

Explain to them that the purpose of the activity is to try to sustain a conversation for as long as possible in French as they interview each other. This will give the children practice in asking and answering questions, revising phrases and structures that they have learned throughout key stage 2.

Ask the children to suggest questions that they could ask a partner.

Children suggest questions practised throughout KS2.

They could suggest questions/exchanges they have encountered in the past:

Bonjour!

Ça va?

Comment t'appelles-tu?

Quel âge as-tu?

Quelle est ta couleur préférée?

As-tu des frères ou des soeurs?

Comment s'appelle ton frère?

Où habites-tu?

Tu habites dans une maison ou dans un appartement?

Qu'est-ce qu'il y a dans la cuisine?

Qu'est-ce qu'il y a dans le salon?



All these questions can be heard on the sound CD track 39 and also with standard responses on track 40.



After the children have volunteered some possibilities, display the list of questions above. Remind children of the answers to each – see resource CD 'Teacher's notes with Speed Chat questions and answers'.



They may be very confident with these or may need a lot of practice here.

Children study a list of questions and discuss how to answer each with the teacher. Some children recall the questions/answers easily; other children need time to practise the question/answer sequence with a partner prior to the activity, and refer to a support sheet to help them form answers.

Parts 2 & 3: 30 minutes (continued)

Teaching Sequence

Pupil Activity

Use the sound file or support sheet as appropriate. Remind children too of 'stalling strategies' learned in Year 5 which they can use to give themselves thinking time:



41 eh bien	well
alors	well
mmm	mmm
voyons	let's see

Give the children a few minutes to practise asking/answering the questions in pairs and then ask the children to bring their chairs to the front and arrange the children into two rows. When the children are seated, the interviews can begin. Indicate which row is to ask the questions and which row is to answer. Then begin the activity and give a maximum of 45 seconds for each interview before clapping as a signal that the row answering the questions must move down one place. Children then begin the interview with a new partner, again for a very short period of time before they move on again. After several minutes, the children change places to the opposite side so that they all have a turn at both asking and answering the questions.



When you conclude the session, explain to the children that one of the Y6 objectives is to be able to sustain a conversation. Congratulate them on their achievements!

Children work orally in pairs.

Children ask and answer questions with partners, attempting to sustain a conversation for as long as possible. They use stalling strategies appropriately.

Part 4: 30 minutes

Teaching Sequence

To give children the opportunity to read a variety of texts for interest and enjoyment, give children time either to browse the internet for information or to look at specific sites where they will find information about French homes. A particularly useful site is www.ethnokids.net. Click on **enquêtes** and '**Dans ma maison**' and you will find simple descriptions of French homes written by French primary school children. The children may enjoy the experience of being able to understand some/most of a short authentic text and will be able to recognise some of the similarities/differences between French/English homes.

Distribute dictionaries to the children and suggest to them that they look up vocabulary only if absolutely necessary.

Pupil Activity

Children work independently or in pairs reading authentic texts on the internet. They look at descriptions of French homes written by French primary school children and read for enjoyment and interest. They refer to a dictionary if necessary.

NOTES:

Lesson Fourteen, Year 6

1 x 50 minutes

Lesson theme Planning a holiday to a French-speaking country**Learning Outcomes**

- Have an understanding of where French is spoken throughout the world
- Choose a country/town for a holiday, investigating climate and selecting dates

Framework Objectives**Literacy**

L6.4: Write sentences on a range of topics using a model

Intercultural Understanding




IU6.3: Present information about an aspect of culture

**Core Vocabulary**

on va	we are going
aller	to go
partir	to leave

recap: days of the week and months

Resources

- 
 • Map of world with French speaking countries
 OHT model sentences
 OHT with words of song: **Le français dans le monde**
- 
 • Chante en français 2, Track 26, song: **Le français dans le monde**
 - List of useful websites – see Appendix E
- 
 • Key vocabulary
 Song: **Le français dans le monde**

**Knowledge about language**

- Recognise patterns in the foreign language
- Use knowledge of words and text conventions to build sentences and short texts

Language and learning strategies

- Plan and prepare – analyse what needs to be done in order to carry out a task
- Make predictions based on existing knowledge
- Use a dictionary

Teaching Sequence**Pupil Activity**

Set the context for the next four lessons:

1. Children will undertake project work:
Planning a holiday to a French speaking country.
2. They may work either individually or in pairs, but all children must present a portfolio of work at the end of the project.
3. During the project they will make use of the internet to undertake research. Sometimes they will read information in English, sometimes in French.
4. Children will learn phrases/vocabulary in French during the lessons, which will enable them to note key details about their holiday plans in French in their portfolios/files.
5. At the end of this series of lessons they will produce a presentation using simple sentences in French about the country visited including:
 - weather and temperature
 - accommodation
 - places to visit

During lesson 14 they will:

- research the climate and location of French speaking countries
- decide where to go
- decide upon dates
- select and book accommodation



Following the introduction to the project, display a map of the world indicating the countries around the world where French is spoken. See resource CD for map and countries.

Children listen to an introduction to the next series of lessons.

Children study a map of the world and identify countries where French is spoken.

Parts 1 – 4: 50 minutes (continued)

Teaching Sequence

Pupil Activity

Emphasise that French is not just spoken in France!

Explain that the children will select one of the following list of countries for their holiday destination:



La France
La Nouvelle Calédonie
Haiti
La Martinique
Le Québec

(It is likely that the children will be able to find a wealth of tourist information on these destinations and Appendix E lists useful websites for each country.)

When selecting a country, children should consider the date for their holiday and the climate at this time. This will involve some internet research. Please refer to Appendix D. Before the children begin work, show on OHP/IWB the key structure:

On va + **aller**
partir

e.g. **On va aller** = We're going to go
On va partir = We're going to leave
(It is the simplest method of expressing plans in the future tense).

Children study a key structure using the immediate future tense. They recognise its use from the first term of Y6.

Parts 1 – 4: 50 minutes (continued)

Teaching Sequence

Pupil Activity



14 Show the verbs used in sentences as an example (see OHT model sentences):



1. **On va aller en France.***
 2. **On va partir le mardi 10 août pour une semaine.** (We're going to go to France. We're going to leave on Tuesday 10th August for one week.)
 3. **On va aller au Maroc.***
 4. **On va partir le samedi 28 juillet pour deux semaines.** (We're going to go to Morocco. We're going to leave on Saturday 28th July for 2 weeks.)
- * (feminine countries take 'en' masculine countries take 'au').

Explain the expectations to the children. By the end of this lesson they will have selected a country to visit, researched climate, chosen dates and written two statements in their portfolio, following the examples given above.

Children see how the verb forms are used in a sentence to communicate simple information in the future tense.

Children listen to the expectations outlined by the teacher. They understand the nature of the task, how to record written work and begin work using the internet. They refer to model sentences when writing.

**NOTES:**

Lesson Fifteen, Year 6

1 x 50 minutes

Lesson theme Planning a holiday to a French-speaking country

Learning Outcomes

- Choose a type of accommodation and write a letter to book accommodation

Framework Objectives

Oracy

L6.4: Write sentences on a range of topics using a model

Literacy

IU6.3: Present information about an aspect of culture

46

Core Vocabulary

on va we are going
rester to stay

dans in

un hôtel hotel
un appartement flat/apartment
un gîte gîte/cottage
un camping campsite

Resources

- 15 • OHT with letter to book accommodation
OHT with translation of the letter
Flashcards of accommodation
Digital photos of accommodation
- 15 • Key vocabulary
Booking holiday accommodation



Knowledge about language

- Recognise patterns in the foreign language
- Use knowledge of words and text conventions to build sentences and short texts

Language and learning strategies

- Plan and prepare – analyse what needs to be done in order to carry out a task
- Make predictions based on existing knowledge
- Use a dictionary

Teaching Sequence

Pupil Activity



15 Begin by displaying the options for accommodation using images on the IWB/OHP. See resource CD. Check the children's pronunciation of each vocabulary item:



46
un hôtel
un appartement
un gîte
un camping



15 Next, display a short letter on OHP/ IWB. See resource CD: 'letter to book accommodation'.



47 Cher Monsieur/Chère Madame
Je voudrais réserver...

une chambre dans l'hôtel (insert name of hotel)

l'appartement (insert name of apartment)

le gîte (insert name of gîte)

du samedi 14 août au samedi 28 août.

Merci.



15 A translation of the letter is also available on the resource CD.

Explain to the children the different methods of communication. You could send the letter by:

email
fax
post

Check that the children understand the content of the letter and are able to adapt it by substituting different requirements/dates etc in French.

Children learn the French for four types of holiday accommodation.

Children look at a sample letter displayed on OHP/IWB and translate it with the teacher. They consider different methods of communication for sending the letter.

Parts 1 – 4: 50 minutes (continued)

Teaching Sequence

Next, explain the expectations for this lesson: By the end of the lesson they will have researched possible accommodation options on the internet and written a simple letter booking accommodation in French, using the model provided. This will be included in their portfolio. Appendix E provides useful website addresses for researching accommodation.

Pupil Activity

Children listen to the expectations and understand what they have to produce by the end of the session.

**NOTES:**

Lesson Sixteen, Year 6

1 × 45 minutes; 1 × 50 minutes

Lesson theme Planning a visit to a French-speaking country

Learning Outcomes

- Research and decide upon travel arrangements and note plans in French
- Research food typical of the country and make a note in French of dishes to try
- Use immediate future tense successfully to express intentions in written form

Framework Objectives

Oracy

L6.4: Write sentences on a range of topics using a model

L6.1: Read and understand the main points and some detail from a short written passage

L6.2: Identify different text types and read short, authentic texts for enjoyment for information

Intercultural Understanding

IU6.3: Present information about an aspect of culture



Core Vocabulary

Recap:

on va	we are going to
aller	to go
prendre	to take

Recap from Year 4:

en bateau	by boat
en avion	by plane
en voiture	by car
en train	by train

Resources



- OHT with journey model sentences
- Journey text cards
- OHT with eating out model sentences

- Internet sites – see Appendix E



- Key phrases
- Composing sentences
- Complete the sentence
- Translation revision



Knowledge about language

- Use knowledge of word and text conventions to build sentences and short texts
- Recognise patterns in the foreign language

Language and learning strategies

- Plan and prepare – analyse what needs to be done in order to carry out a task
- Use context and previous knowledge to help understanding and reading skills
- Use a dictionary

Teaching Sequence

Pupil Activity

Explain to the children that during the session they will plan how to travel to their holiday destination.

Children listen carefully to the introduction to the lesson.



Begin by displaying the text card '**On va**' and ask the children if they can remember what it means. (We are going).
See resource CD: 'journey text cards'.
Ask the children if they can remember any verbs that could follow '**On va**...' to make a sentence.

Children recall the meaning of the key structure '**on va**'.

Children reflect and recall infinitives of verbs used throughout Years 4, 5 and 6.

They may need time to reflect with a partner first.

Prompt as necessary to recall verbs such as **aller, manger, jouer, danser** – and show how they follow '**On va**' to make a simple future tense statement.

e.g. **On va danser** – we're going to dance.

Next show the structures:

On va aller en avion

On va prendre l'avion

on text cards and attach them to the board:

On va	aller en avion
	prendre l'avion

Children study structures displayed on text cards and understand how they are used with '**On va**' to form statements about travel plans.

Say each statement and invite children to give the meaning.

- We're going to go by plane
- We're going to take/catch the plane

Extend the second statement as follows:

On va prendre l'avion de Manchester à 11h 55 (onze heures cinquante cinq)

Invite volunteers to translate.

Parts 1 & 2: 45 minutes (continued)

Teaching Sequence

Pupil Activity

Next, invite children to make a new statement with the name of a different airport and a different time.

Children translate the sentences and practise adapting them, by substituting alternative towns and times.

Spend a few minutes practising the sentence structure, perhaps saying the sentence around the class with each child reading out one word aloud.

In Year 4 the children encountered other means of transport. Although for the purposes of their holiday plans, they will probably choose to travel by plane, brainstorm three other means of transport

- **en train** by train
- **en voiture** by car
- **en bateau** by boat

Children recall other means of transport covered in Year 4.

Next, explain the expectations for today. The children will use the internet to research travel times and note in their portfolios in French:



1. How they will travel.
On va aller en _____
2. Departure time. **On va prendre**
_____ **de** _____ **à** _____

E.g. (On va prendre l'avion de Manchester à 11h 55)

Children listen carefully to the instructions for today's task. They research internet sites to explore travel options and note travel plans in their portfolios, using the model sentences displayed for reference.

Appendix E lists useful websites for researching travel arrangements for each destination.



Leave model sentences displayed on text card/OHP/IWB for reference. Children continue project work, working with a partner or independently.

Teaching Sequence

Pupil Activity



Recap from the last session the key structure '**On va**' using text cards again.

Explain that during this session the children will research typical food/dishes/eating habits of the country they plan to visit.

Ask a volunteer to write the verb 'to eat' on the board after the words '**On va**' to form the structure – We're going to eat – **On va manger**.

Develop this into a longer sentence, showing examples on OHP/IWB. See resource CD: 'Eating out model sentences'. **On va manger le poisson et les fruits de mer.**

On va manger à 9 heures du soir
(We're going to eat fish and seafood)
(We're going to eat at 9 o'clock in the evening).

Remind children that they will soon work on a presentation to deliver to the class about the country visited. This might include commenting on/presenting different types of food.

Explain the expectations for this session:

- Research food typical of the region and eating habits
- Write a statement(s) about food you would like to try
- State at what time you will eat in the evening
- Record the statements in the portfolio, referring to model sentences to help with word order and spelling
- Collect any photos of foods which could be useful for the presentation

Children can now begin research work, either independently or with a partner. Appendix E lists useful sites for researching different types of cuisine.

Children recall the key verb '**On va**'.

Children listen to the context for today's session.

Children study sentences displayed on board/OHP/IWB and understand how the sentences can be adapted by substituting nouns/numbers.

Children listen carefully to the expectations outlined by the teacher. They begin research work as detailed opposite, noting statements in French in their portfolios and collecting useful images for future presentations.

Lesson Seventeen, Year 6

1 × 30 minutes; 1 × 45 minutes

Lesson theme Planning a visit to a French-speaking country

Learning Outcomes

- Find places of interest at holiday destination, using the internet
- Write a programme of activities for a week on holiday using the future tense

Framework Objectives

Literacy

L6.2: Identify different text types and read short, authentic texts for enjoyment or information

L6.4: Write sentences on a range of topics using a model

Intercultural Understanding

IU6.3: Present information about an aspect of culture



Core Vocabulary

Recap:

on va	we are going to
visiter	to visit
regarder	to watch

d'abord	first of all
plus tard	later on

le musée	museum
le château	castle
la plage	beach
le zoo	zoo

le jardin public	public gardens
la piscine	swimming pool

le centre commercial	shopping centre
-----------------------------	-----------------

le parc d'attractions	fairground
un match de	a match of

Resources

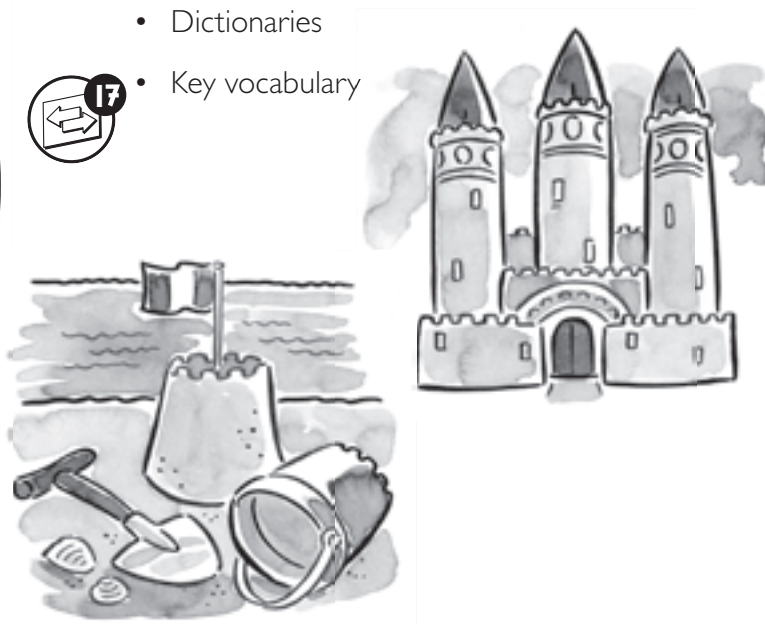


- Text cards – **visiter, regarder**
- Digital photos of places to visit
- OHT with list of places to visit
- OHT with programme of activities
- Flashcards of places to visit

- Dictionaries



- Key vocabulary



Knowledge about language

- Recognise patterns in the foreign language
- Use knowledge of word and text conventions to build sentences and short texts

Language and learning strategies

- Plan and prepare – analyse what needs to be done in order to carry out a task
- Use language known in one context or topic in another context or topic
- Use context and previous knowledge to help understanding and reading skills
- Apply a range of linguistic knowledge to create simple, written production
- Use a dictionary

Teaching Sequence

Pupil Activity

Set the context for the lesson.

Children listen to the introduction to the lesson.

Children will add a programme of activities to their portfolio, explaining in French the activities they will undertake on several days. To do this, children will need to revise key vocabulary and structures and need time to research places of interest at their holiday destination using the internet. Appendix E lists website addresses detailing things to see and do at each location.

Ask the children to provide the key verb 'We are going to' – '**On va**'

Children revise once again a key structure and use it with two verbs.

Next display two key verbs:



visiter to visit
regarder to watch

Invite a volunteer to the board to write the French – 'We're going to visit' (**On va visiter**) and another to write 'We're going to watch' (**On va regarder**).

Children look at images of places and listen as the teacher states sentences to accompany each image in French.



Display images of some places a tourist may choose to visit on holiday, using digital photos or the flashcards provided on the resource CD. State a sentence for each photo:

e.g. **On va visiter le château**
On va visiter la piscine

Children study a list of place nouns on OHT/IWB. They practise pronouncing each word and play writing games using mini whiteboards to help them memorise the words.



Take some time here to practise the French for places in the town. Reveal a list of the places one by one on OHT/IWB and ensure that the children know the meaning of each and can pronounce it accurately.

To give further practice, use mini whiteboards and challenge the children to write the French for the word stated or to translate a sentence e.g. 'We're going to visit the zoo.'

Parts 1 & 2: 30 minutes (continued)

Teaching Sequence**Pupil Activity**

When children are confident with place names, display a programme of activities for three days on OHT/IWB – see resource CD. Circle the words:

d'abord (first of all)

plus tard (later on)

and encourage the children to guess the meaning of each. Remind children of other words and connectives used to extend sentences: **et** (and), **aussi** (also), **après ça** (after that).

Explain to the children that during the next session they will produce a similar programme of activities.

Children study a programme of activities displayed on OHT/IWB. Their attention is drawn to two time phrases, and to connectives learned during previous lessons.

NOTES:

Parts 3 & 4: 45 minutes

Teaching Sequence**Pupil Activity**

Begin the session by displaying again the programme of activities introduced at the end of the previous session.

Children study again the programme of activities.

Explain the task for this session to the children:

Children listen carefully to an explanation of the task to be completed during the lesson.

1. Use the internet to research places of interest in the country to be visited.
2. Devise a programme of activities in French, using the model provided, extending sentences using time phrases and connectives as appropriate. The programme must be included in the portfolio of work.
3. Collect photos of places of interest which could be included during the presentation at the end of the project.

Children can now begin the task.

Children work independently or in pairs to complete the tasks outlined by the teacher.

**NOTES:**

Lesson Eighteen, Year 6

1 x 1 hour

Lesson theme The culture of the country

Learning Outcomes

- Complete preparation needed to present cultural information about a French-speaking country

Framework Objectives

Literacy

L6.4: Write sentences on a range of topics using a model

Intercultural Understanding

IU6.3: Present information about an aspect of culture

Core Vocabulary

No new vocabulary

Resources



- 'Model' ppt presentation
- Support sheet – useful structures
- OHT with words of song from New Caledonia
- Access to the internet



Teaching Sequence**Pupil Activity**

During this session children will prepare a presentation about an aspect/aspects of culture from the country they have chosen to visit.

Children listen to the introduction to the lesson and an explanation of the task to complete today.

The presentation could involve the following:

- individual presentations
- presentations from children working in pairs
- presentations from small groups of children, who have all chosen the same country

The presentation, ideally delivered in French but could also be presented in English, may include:

- songs, dances, music from the country
- a multi-media presentation or ppt using simple sentences and visual images to present information about:
 - food
 - climate
 - places of interest
- a presentation on one cultural aspect of the country e.g. sport, festival(s)



A support sheet is provided on the resource CD to help children structure some of the sentences they may want to use and to remind them of phrases they have learned during the last few lessons.

Before the children begin to plan and prepare material for their presentation, make the following points:

1. All children working collaboratively must contribute to the final presentation.
2. All plans and notes for the presentation should be included in portfolios which will be collected next lesson.

Parts 1 – 4: 60 minutes (continued)

Teaching Sequence

Pupil Activity

When children present their work they should aim for:

- clear audible voices
- accurate pronunciation and intonation
- good visual appeal
- interesting varied context

Emphasise the support available to the children before they begin to plan:

1. Songs on CD to listen to and learn
2. Internet sites – see Appendix E
3. Support sheets of key sentences to help with word order and sentence structure
4. Dictionaries to check spelling or look up key vocabulary
5. Model sample ppt presentation – provided on resource CD



18 Finally, show children the 'model' presentations provided on ppt, to give the children an idea of the kind of material they could produce.



51 Children can now begin to prepare their presentation which they will present during lesson 19.



52 A traditional song from New Caledonia has been added to the sound CD, track 52. The transcript of this song



18 together with the transcript in English and French is on the resource CD.

Children are made aware of the materials they might refer to when planning their presentation.

Children look at and listen to a 'model' presentation. This gives them an idea of the standards they are aiming for.

Children prepare their presentation.

NOTES:



Lesson Nineteen, Year 6

1 x 1 hour

Lesson theme Presenting cultural information

Learning Outcomes

- Present information about an aspect of culture

Framework Objectives

Oracy

O6.2: Perform to an audience

Intercultural Understanding

IU6.3: Present information about an aspect of culture

Core Vocabulary

No new vocabulary

Resources

- ICT equipment



Knowledge about language

- Use knowledge of word order and sentence construction to support the understanding of the written text

Language and learning strategies

- Use context and previous knowledge to help understanding and reading skill.
- Listen for clues to meaning e.g. tone of voice, key words
- Evaluate work

Parts 1 – 4: 60 minutes

Teaching Sequence

Pupil Activity

(You may choose to divide this session into shorter sessions depending on the children's concentration.)

During this lesson children will deliver the presentations they have prepared over the last few lessons. It might be worth devising a 'programme' ensuring a variety of performances/presentations prior to the start of the lesson.

You might also like to consider how to involve the other children whilst groups/pairs are presenting their work. Below are some possibilities:

- Children use mini whiteboards to note specific items of vocabulary that they hear e.g. places in the town, connectives, numbers etc.
- Children evaluate the quality of the presentation according to content, pronunciation, visual appeal and award marks accordingly.

Children listen and note two new facts they have learned during the presentation.

Children deliver their presentations!

Children present to the class or they listen and watch others presenting cultural information through presentations and performances. They listen for specific information as indicated by the teacher and they evaluate the quality of the work seen/heard.

NOTES:



Lesson Twenty, Year 6

1 x 45 minutes

Lesson theme Review of learning in Y6**Learning Outcomes**

- Review key vocabulary and structures learned during Y6

Core Vocabulary

No new vocabulary

Resources

- Quiz sheet
- Quiz sheet answers



- Quiz time

Questions

Language and learning strategies

- Use a dictionary or word list

Part I: 45 minutes

Teaching Sequence

Children complete the 'Review of the year' quiz sheet in pairs/groups.

The answers are provided for discussion and display on OHT/IWB.

For further suggestions regarding reviewing the work completed during Y6, please refer to page 224.

Pupil Activity

Children work collaboratively on a fun quiz to recap much of their learning in French throughout Y6.

**NOTES:**

Review Lessons, Year 6

Learning Outcomes

- Identify vocabulary/phrases/new ideas and concepts learned in Y6

Language and learning strategies

- Discuss language learning and share ideas and experiences

To provide the opportunity to consolidate and celebrate learning in French this year, teachers may consider allowing time for children to complete some of the following activities:

- Making a mind map of some of the vocabulary covered this year
- Playing a game whereby the teacher calls out a category e.g. classroom items, clothes, rooms of the house, family members, furniture, adjectives, verbs, prepositions, weather, and the children work in pairs to recall vocabulary and phrases
- Making a tape, video or DVD to record...
 - A song or verse from a song
 - A short presentation in French on their school uniform and their feelings about wearing uniform
 - A short presentation in English on an aspect of French culture
 - A conversation with a partner
 - A playground game
- Making a display of the words and phrases learned in Y6 for a review board
- Preparing a presentation for an assembly to demonstrate some of the learning in French
- Performing a favourite song for a group of listeners
- Identifying the favourite lesson or activity and discussing why was it memorable
- Making a presentation individually or in groups to deliver to the rest of the class which recaps some of the learning from Y6. This could be a topic area, a pronunciation rule, guidance on a particular skill area e.g. using connectives to extend written work/using stalling strategies in speech to give yourself thinking time, a playground game or an aspect of culture
- Making a board game or quiz
- Discussing how children feel about language learning
- Preparing a French curriculum evening for parents and carers during which refreshments are provided and the children perform songs, rhymes, stories, plays and teach the adults some of the language they have learned throughout key stage 2

Transcript of the Sound files CD for Year 5 and Year 6

With Track details

Year 5

Lesson 1

Track 1: il y a; un marché; un magasin; un supermarché; une poste; une banque; un café; une mairie; un magasin de vêtements; une boulangerie.

Track 2: Mon chapeau, il a quatre bosses. Y'a quat' bosses à mon chapeau. Et s'il n'y avait pas quatre bosses, ça ne s'rait pas mon chapeau!

Track 3: ne...pas; y'a; il y a – 'La rue principale' – 'é' – marché; supermarché; café; cinéma; école.'in' – magasin; cousin; raisin; poussin.'an' – banque; France; blanc.

Track 4: Dans la rue principale il y a un supermarché, cinq magasins de vêtements, une poste, une banque et deux cafés.

Lesson 2

Track 5: et; petit; grand; aussi; à gauche; à droite.

Track 6: Dans la rue principale il y a un grand supermarché et un petit café. Dans la rue principale il y a un petit café à gauche et un grand supermarché à droite.

Lesson 3

Track 7: il y a...?; ici; c'est; au coin; et alors; eh bien; mmm; voyons; oui.

Track 8: Bonjour! Il y a une poste ici? Oui, à gauche. Merci. Bonjour! Il y a un café ici? Oui, c'est à droite. Merci. Au revoir! Bonjour! Il y a un supermarché ici? Oui, c'est au coin. Merci. Au revoir!

Track 9: Bonjour. Bonjour. Il y a un supermarché ici, s'il vous plaît? Oui, c'est à gauche. Merci. Au revoir. Au revoir.

Track 10: ça va; excusez-moi.

Lesson 4

Track 11: matin; après-midi; soir; à 10 heures; à 4 heures et demie; très; assez.

Track 12: Lundi, mardi, mercredi, jeudi, vendredi – Lundi, mardi, mercredi, jeudi, vendredi – Samedi, dimanche, samedi, dimanche – Lundi, mardi, mercredi, jeudi, vendredi.

Track 13: revoir; magasin; juin; lapin; noir; pingouin; moulin.

Track 14: Samedi matin à 10 heures. Vendredi après-midi à 4 heures.

Track 15: pollué(e); animé(e); calme; propre; sale.

Track 16: Quand?; comment? lundi matin à 10 heures; assez calme. vendredi matin à 4 heures; très calme, propre. Samedi soir à 20 heures; animé, très sale.

Track 17: Samedi matin à 9 heures, comment est la rue principale? Assez calme. Et samedi après-midi à 3 heures? Très animée.

Lesson 5

Track 18: Aujourd'hui c'est samedi et le petit Thomas est triste. Il fait froid et il pleut. Le ciel est gris.

Track 19: Maman veut faire du shopping et le petit Thomas déteste faire du shopping. Le petit Thomas préfère jouer au football dans le parc, ou jouer au football dans le jardin, ou regarder le football à la télévision. Le petit Thomas préfère lire des magazines de football dans sa chambre; le petit Thomas préfère parler du football avec ses amis.

Track 20: Surtout, le petit Thomas aime aller au stade pour regarder un match de football. Malheureusement, cela coûte cher et le petit Thomas n'a pas d'argent.

Track 21: Maman veut faire du shopping et le petit Thomas DÉTESTE faire du shopping.

Track 22: Certainement, le petit Thomas est très très triste. Il pleut. Le ciel est gris.

Track 23: 'Ok, on est prêt?' dit maman. 'Oui' dit le petit Thomas, en regardant ses pieds. 'Ça va?' demande maman. 'Oui, ça va' répond le petit Thomas d'une voix très triste, en regardant ses pieds. 'On y va, alors?' demande maman.

'Oui, on y va' répond le petit Thomas, d'une voix très triste, en regardant ses pieds.

Track 24: D'abord on va à la poste. Maman a une lettre pour tante Marie qui habite en Angleterre. Il faut faire la queue pendant cinq minutes. Ensuite on va à la banque. Maman veut retirer de l'argent. Il faut faire la queue pendant dix minutes. Ensuite on va à la librairie. Maman veut acheter un magazine. Il faut faire la queue et attendre deux minutes. Ensuite on va à la boulangerie. Maman veut acheter des gâteaux. Il faut faire la queue pendant six minutes. Puis Maman parle avec la boulangère. Il faut encore attendre...

Track 25: Le petit Thomas est fatigué. Il a mal aux pieds. Il déteste faire du shopping. 'Alors' dit maman. 'Quelle heure est-il? Voyons, deux heures... très bien. Tu sais, mon petit Thomas, il y a un nouveau magasin de vêtements. Je voudrais le voir. Il faut aller à pied. C'est à trente minutes. On y va?'

'Ok, on y va', dit le petit Thomas, d'une voix très très triste, en regardant ses pieds.

Track 26: 'Très bien. A gauche' répond maman. 'A droite' dit maman.

'Tout droit' dit maman. 'A gauche' dit maman. Le petit Thomas est fatigué. Il a mal aux pieds et il a mal aux jambes. Et il déteste faire du shopping. Et il pleut. 'A droite' dit maman. 'A gauche' dit maman.

'Encore dix minutes' dit maman. 'Tout droit' dit maman. 'D'accord' dit le petit Thomas.

Track 27: Le petit Thomas a mal aux pieds et il a mal aux jambes et il a mal au dos. Et il déteste faire du shopping. 'Encore deux minutes' dit maman. 'J'adore les magasins de vêtements!'

Track 28: Au coin de la rue, maman s'arrête. 'Ah, non!' dit maman. 'J'ai fait une erreur! Le magasin de vêtements n'est pas par ici! C'est par là!' Le petit Thomas est très très fatigué et il ne répond pas. Il regarde ses pieds.

Track 29: Maman regarde le petit Thomas. Le petit Thomas regarde ses pieds.

'Thomas' dit maman d'une voix douce. 'Le stade est par ici, tu sais...' Le petit Thomas regarde maman. 'Maman, maman...quelle heure est-il? 'Deux heures trente', répond maman. 'Maman, maman...est-ce que... est-ce que...?'

Track 30: 'Alors, j'ai de l'argent pour les billets, des gâteaux pour la mi-temps... et un magazine si je m'ennuie! Il ne pleut plus. Oui, mon petit.' 'ON Y VA!' crie le petit Thomas qui n'a plus mal aux pieds, ni aux jambes, ni au dos. 'Maman, je t'adore!'

Lesson 6

Track 31: la forêt; il neige; un sapin; je brille; une bougie; noir; blanc; joli; je suis; je ne suis pas; moi aussi.

Track 32: Dans la forêt noire – Il y a un grand sapin, – Deux grands sapins, – Trois grands sapins, – Et un tout petit sapin. Il neige... – Dans la forêt blanche – Il y a un grand sapin blanc, – Deux grands sapins blancs, – Trois grands sapins blancs, – Et un tout petit sapin tout VERT!

Track 33: Class: Dans la forêt noire – Il y a un grand sapin, – Deux grands sapins, – Trois grands sapins, – Et un tout petit sapin. – Il neige... – Dans la forêt blanche – Il y a un grand sapin blanc, – Deux grands sapins blancs, – Trois grands sapins blancs, – Et un tout petit sapin tout VERT! First tree: Regarde, je suis tout blanc. Other trees: Moi aussi! Et moi! Little tree looks at the others: Moi, je suis tout vert!

Lesson 7

Track 34: Class: Il neige encore – Little tree: Je voudrais de la neige, je voudrais de la neige. Class: Pas de neige pour le petit sapin. One tree: Regarde comme je brille! Other trees: Moi aussi! Et moi! Little tree: Moi, je ne brille pas! Je ne suis pas joli. Class: Le Père Noël passe dans la forêt. Père Noël: Ça ne va pas, petit sapin? Little tree: Non, non, non. Je ne brille pas. Je ne suis pas joli. Père Noël: Viens chez moi. Il y a un cadeau pour toi. Class: Dans le jardin du Père Noël – Il y a un petit sapin avec – Une bougie, – Deux bougies, – Trois bougies, – Quatre bougies, – Cinq bougies – Qui brillent. Le petit sapin brille comme l'étoile de Noël.

Lesson 8

Track 35: jouer au + sport; nager; faire du jogging; je vais; encore.

Track 36: Lundi, j'aime jouer au tennis. Mardi, j'aime faire du jogging. Mercredi, j'aime nager. Jeudi, j'aime danser. Vendredi, j'aime encore jouer au tennis. Samedi, j'aime jouer au badminton. Dimanche, j'aime regarder la télévision.

Track 37: J'aime jouer au football, mais je n'aime pas jouer au rugby. J'aime nager et j'aime aussi danser.

Track 38: mais; et; aussi.

Track 39: danser; regarder la télévision; nager; lire; jouer au football; aller au parc.

Track 40: jouer au rugby; jouer au tennis; jouer au football; jouer au badminton; jouer au basket; danser; nager; regarder la télévision; lire; aller au parc.

Track 41: Je vais; samedi, je vais jouer au football; lundi; je vais jouer au football; mardi; je vais nager.

Lesson 9

Track 42: trente; quarante; cinquante.

Track 43: Tous en rond – Tous en rond – Jouons au ballon – Pierre au centre lance le ballon! Attention tout le monde! Une fois, deux fois, trois fois – A toi... Anna!

Lesson 10

Track 44: ...plus...que...; je vais

Track 45: jouer au football; danser; parler en français; regarder la télévision; faire du jogging; lire.

Track 46: Qu'est-ce que tu vas faire?; Je vais + verb. Qu'est-ce que tu vas faire?; Je vais lire.

Track 47: nom; avant; activité; après;

Track 48: Danser est une activité plus énergique que parler en français.

Track 49: L'exercice physique est très important!

Track 50: Jouer au football est une activité plus énergique que lire.

Lesson 11

Track 51: le pain; la baguette; le riz; les pâtes; les pommes de terre; le jambon; le poisson; le fromage; l'eau; le yaourt; le chocolat; la glace; le gâteau; les biscuits; les chips; les frites; la salade; les carottes; les petits pois.

Track 52: pain, chocolat, baguette

Track 53: J'aime le fromage; je n'aime pas le yaourt; j'aime les petits pois; je n'aime pas les carottes; j'aime la salade; j'aime le gâteau; j'aime les pâtes; j'aime le chocolat.

Track 54: Bonjour! Je m'appelle Colette. Moi, j'aime les petits pois et j'aime les frites. J'aime aussi le fromage et le jambon mais je n'aime pas les carottes. J'adore le chocolat! Au revoir!

Track 55: Tu aimes le jambon? Oui, j'aime le jambon – et toi? Non, je n'aime pas le jambon.

Track 56: et alors; eh bien; mmm; voyons; Tu aimes le fromage? Eh bien, oui, j'aime le fromage – et toi? Mmm, non. Je n'aime pas le fromage.

Lesson 12

Track 57: et; mais; aussi.

Track 58: J'aime le fromage; Je n'aime pas le jambon; J'aime le fromage, mais je n'aime pas le jambon.

Track 59: Les protéines: le jambon, le poisson. Les hydrates de carbone: le riz, les pâtes, le pain.

Lesson 13

Track 60: est; j'ai; deux; œufs; la tête; pain; et; encore; faim.

Track 61: un goûter

Track 62: Le pamplemousse; la dinde; la pêche; le thon; le porc.

Track 63: Lundi 20 novembre 2006 – Entrées (au choix) – bouillon alphabétique; radis beurre; pamplemousse; toast au chèvre; charcuterie. Plat principal – filet de dinde à la provençale. Desserts (au choix) – gâteau crème anglaise; flan chocolat biscuit; poires au sirop; yaourt; fruit. Mardi 21 novembre 2006 – Entrées (au choix) – avocat au thon; salade de tomates; concombre à la crème; betterave maïs. Plat principal – emincé de porc à la moutarde. Desserts (au choix) – marbré; mousse au chocolat; compote de pommes; yaourt; fruit. Jeudi 23 novembre 2006 – Entrées (au choix) – soupe à la tomate; pamplemousse; salade

tomates et thon; Macédoine; carottes râpées et œufs. Plat principal – spaghetti à la bolognaise. Desserts (au choix) – pêches au sirop; crème brûlée; yaourt aux fruits; glace; fruit. Vendredi 24 novembre 2006 – Entrées (au choix) – tarte aux trois fromages; carottes – chou blanc – concombres; salade de fruits de mer; œufs mayonnaise. Plat principal – filet de colin; haricots verts; purée. Desserts (au choix) – pavé chocolat; flan vanille biscuit; ananas au sirop; fromage blanc aux fruits rouges; fruit.

Lesson 14

Track 64: un croissant; un pain au chocolat; un pain aux raisins; une tartine; un chocolat chaud; un jus d'orange; tu veux...?; je voudrais...

Track 65: s'il te plaît, s'il vous plaît.

Track 66: Tu veux un jus d'orange? Oui merci; Tu veux un croissant? Non, merci; Je voudrais un pain au chocolat. Merci.

Lesson 15

Track 67: le beurre; le sucre; des œufs; le sel.

Track 68: Ingrédients – 100 gr de beurre; 150 gr de chocolat noir; 4 œufs; 2 cuillères de sucre; une pincée de sel.

Track 69: Recette – Fais fondre dans une casserole 100 gr de beurre et 150 gr de chocolat noir. Sépare 4 jaunes d'œufs des blancs. Dans le bol des jaunes ajoute 2 cuillères à soupe de sucre. Mélange bien. Ajoute le chocolat fondu et le beurre. Dans le bol des blancs d'œufs ajoute une pincée de sel. Bats les blancs en neige. Ajoute délicatement les blancs au mélange. Remplis des petits pots. Laisse au réfrigérateur IH30.

Lesson 16

Track 70: il fait froid; il fait chaud; il fait beau; il fait mauvais; il y a du soleil; il y a du vent; il y a du brouillard; il pleut; il neige.

Track 71: lundi; mardi; mercredi; jeudi; vendredi; samedi; dimanche.

Track 72: janvier; février; mars; avril; mai; juin; juillet; août; septembre; octobre; novembre; décembre.

Track 73: Aujourd'hui, c'est le lundi 10 octobre.

Track 74: Quelle est la date?

Lundi 4 octobre; Mercredi 3 novembre; Vendredi 10 juillet; Samedi 12 décembre; Mardi 18 mai; Jeudi 11 janvier; Lundi 7 juin; Jeudi 20 avril; Vendredi 14 février; Dimanche 9 août.

Track 75: « Une véritable journée d'automne en ce dernier jour du mois de novembre! Il y a sur une grande partie du pays beaucoup de brouillard. Dans les Ardennes, de l'intérieur de la Normandie au bassin parisien, sur le Maine, l'Anjou, la Touraine, le Berry, le Poitou, ces brouillards seront très épais jusqu'à la mi-journée. Température moyenne: 5 degrés. Dans le massif central, les Alpes, et les régions de l'Est, à Strasbourg, Dijon, Clermont Ferrand il fera plus froid qu'hier. Les températures cet après-midi sous cette grisaille auront du mal à atteindre les 10 degrés. Dans le sud-ouest, les Pyrénées conserveront de belles heures de soleil. Entre Toulouse, Bordeaux et Biarritz, une grande partie de la journée se déroulera sous un ciel gris. Sur le midi méditerranéen ou l'air restera très doux, le vent, venu de la mer, s'accompagnera sur le Languedoc et la Provence d'un temps beaucoup plus nuageux. Les températures atteindront les 15 degrés maximum. »

Track 76: beau, gâteau, bateau, château, oiseau, eau.

Lesson 17

Track 77: en automne; en hiver; au printemps; en été; normalement; en général.

Track 78: A Marseille il y a du soleil; A Dinan, il y a du vent;

Track 79: Blois; Beauvais; Pau; Cambrai; Foix; Bayeux; Roubaix; Nogent; St Brieuc; Bordeaux.

Track 80: Quel temps fait-il?

Track 81: Bonjour! Aujourd'hui, c'est le mardi 9 novembre et voici la météo... A Paris il y a du vent et il pleut – température maximum: 9 degrés. A Bordeaux il fait beau et il y a du soleil – température maximum: 14 degrés.

Track 82: En automne il y a du brouillard. En hiver il fait froid. Au printemps il y a du soleil et il pleut. En été il fait chaud.

Track 83: En automne il y a du vent et il pleut. En hiver il fait très froid et il neige. Au printemps il y a du vent et il y a du soleil. Quelquefois il pleut. En été il fait chaud.

Track 84: très, assez, quelquefois, en général, normalement.

Lesson 18

Track 85: J'habite à + town; dans le nord; dans le sud; dans l'ouest; dans l'est; de l'Angleterre.

Track 86: le nord; le sud; l'est; l'ouest.

Lesson 19

Track 87: Ta voiture est française, japonaise, allemande...; Ta pizza est italienne; Ton café est brésilien; Ta télévision est japonaise; Ta montre est suisse; Ta chemise est indienne.

Year 6

Lesson 1

Track 1: Je suis présent; je suis présente; Il est absent; Elle est absente; Aujourd'hui c'est le mardi 8 octobre; un stylo; un crayon; une gomme; une taille-crayon; des ciseaux; un cahier; un sac; j'ai; je n'ai pas de; tu es prêt?; tu es prête?;

Track 2: asseyez-vous; levez la main; venez ici; silence; regardez; écoutez; à deux; il fait mauvais; il fait froid; il fait chaud; il y a du vent; il y a du soleil; il y a du brouillard; il pleut; il neige; aujourd'hui c'est le mardi 8 octobre; aujourd'hui c'est le jeudi 10 mai; aujourd'hui c'est le mercredi 22 juin.

Lesson 2

Track 3: As-tu?

Track 4: Petit déjeuner: Avant de partir à l'école, il est important de bien déjeuner! Voici de quoi préparer un bon petit déjeuner pour être en forme toute la matinée. Il te faut... des oranges pour faire un jus plein de vitamines – ou une banane, rapide à éplucher, rapide à manger – du lait – avec des céréales – ou du chocolat – du pain – du beurre – de la confiture. Voilà déjà de quoi aborder une bonne journée. Mais si tu as encore de l'appétit, et que tu le veux, tu peux ajouter à cela un yaourt, un oeuf, des raisins secs et autres fruits secs.

Lesson 3

Track 5: un pantalon; un pull; une chemise; une jupe; des chaussures; des chaussettes; un sweat; une cravate; j'aime; je n'aime pas; je n'aime pas le rouge; c'est laid; c'est moche; c'est super; c'est joli.

Track 6: Sur le fil à sécher le linge – Il y a un pantalon – C'est à mon cousin Gaston. Sur le fil à sécher le linge – il y a un pull-over – C'est à mon ami Robert.

Track 7: Sur le fil à sécher le linge – Il y a un chapeau – C'est à mon ami Arnaud. Sur le fil à sécher le linge – Il y a une chemise – C'est à ma cousine Louise. Sur le fil à sécher le linge – Il y a une culotte – C'est à ma cousine Charlotte. Sur le fil à sécher le linge – Il y a une chaussure – C'est à mon cousin Arthur. Sur le fil à sécher le linge – Il y a une chaussette – C'est à mon amie Josette. Sur le fil à sécher le linge – il y a une cravate – C'est à mon amie Agathe.

Track 8: First speaker: A l'école on porte une jupe noire et un pull-over rouge. Moi, je n'aime pas l'uniforme – enfin, je le déteste!! Second speaker: On porte un pantalon gris et une chemise blanche. On porte aussi un pull ou un sweat bleu. Moi, j'aime l'uniforme parce que j'aime le bleu. Third speaker: A l'école on porte un pantalon noir et un pull vert. Moi, je déteste porter l'uniforme – c'est ridicule! Fourth speaker: Nous, on porte une jupe noire avec une chemise jaune. On porte un pull jaune aussi. Moi j'adore l'uniforme – c'est joli, non?!

Track 9: Bonjour! Je m'appelle Ben. J'ai 10 ans. A l'école on porte un pantalon noir et un pull bleu. On porte aussi une chemise blanche. J'aime le bleu – c'est super, mais je n'aime pas l'uniforme.

Lesson 4

Track 10: mon père; ma mère; ma sœur; mon frère; mon grand-père; ma grand-mère; il s'appelle; il a...ans; il est; assez; très; il habite à...; sympa; intelligent; amusant; sportif/sportive; beau/belle.

Track 11: Le facteur n'est pas passé – Il ne passera jamais – lundi; mardi; mercredi; jeudi; vendredi; samedi; dimanche!

Track 12: père, mère, grand-père; grand-mère; sœur; frère; cousin; cousine; chien; chat; lapin; oiseau; poisson; hamster; souris.

Track 13: Je m'appelle Paul et j'habite avec mon père et ma mère et mes deux sœurs. Nous avons deux chats qui s'appellent Minou et

Bijou. Ma mère a quarante-deux ans et mon père a quarante-trois ans. Ma mère s'appelle Catherine et elle est très amusante. Mon père, qui s'appelle Luc, est sympa et sportif. Moi, j'aime jouer au tennis et j'aime nager. Vendredi soir je fais du judo avec mon ami. Samedi soir je regarde la télé. Mes grands-parents habitent à Bordeaux. Ecris-moi vite! Paul.

Track 14: Le petit chaperon rouge – Voici une petite fille. Elle s'appelle Marie-Claire mais on l'appelle aussi: ' le petit chaperon rouge'. Sa mère lui donne un panier et lui dit: «Va chez ta grand-mère. Apporte-lui un gâteau. Attention au grand méchant loup qui habite dans la forêt!"

Track 15: Il fait très beau et le petit chaperon rouge marche dans la forêt. Elle cueille des petites fleurs bleues, jaunes et roses pour sa grand-mère. Tout à coup elle rencontre le grand méchant loup. "Où vas-tu?" lui demande le loup. "Je vais voir ma grand-mère" dit le petit chaperon rouge.

Track 16: Le loup a très faim. Il rentre dans la maison de la grand-mère et l'avale d'un seul coup! Ensuite, il s'installe dans le lit de la grand-mère, met son bonnet de nuit et ses lunettes et attend le petit chaperon rouge.

Track 17: Le petit chaperon rouge cours dans la forêt et arrive chez sa grand-mère. "Comme tu as de grands yeux, Grand-mère!" "C'est pour mieux te voir, mon enfant" répond le loup. "Oh! Comme tu as de grandes oreilles, Grand-mère!" "C'est pour mieux t'entendre, mon enfant!" "Comme tu as de grandes dents, Grand-mère!" "C'est pour mieux te manger!" "...et le loup saute sur le petit chaperon rouge.

Track 18: Au secours!" crie le petit chaperon rouge. Heureusement, un bûcheron qui passe dans la forêt entend les cris de la petite fille. Il rentre dans la maison et tue le loup. Dans le ventre du loup, la grand-mère est encore vivante. Tous les trois: la grand-mère, le petit chaperon rouge et le bûcheron sont très contents. Plus de loup!

Lesson 5

Track 19: il est; elle est; médecin; vendeur/vendeuse; agent de police; serveur/serveuse; professeur.

Track 20: Au feu, les pompiers! V'là la maison qui brûle! Au feu, les pompiers! V'là la maison brûlée! C'est pas moi qui l'ai brûlée, C'est la cantinière. C'est pas moi qui l'ai brûlée, C'est le cantinier.

Track 21: Bonjour! Je vous parle de ma famille. Mon père a 44 ans. Il est vendeur. Ma mère s'appelle Louise et elle est agent de police. Mon frère Luc, qui a 18 ans est serveur dans un bar le vendredi et samedi soir, et ma soeur est serveuse dans un café. Au revoir!

Lesson 6 & 7

Track 22: donne-moi; à toi; à moi; s'il te plaît; merci.

Lesson 8

Track 23: voici; il y a; une maison; un appartement; un salon; une salle à manger; une cuisine; une salle de bains; un garage; un balcon; un jardin; une chambre.

Track 24: J'habite dans une maison. J'habite dans un appartement.

Track 25: Il y a un garage; voici une chambre; il y a une salle de bains; voici une salle à manger; il y a un salon; il y a quatre chambres; voici un balcon.

Track 26: un garage; un balcon; une chambre; un salon; une salle à manger; un jardin; une salle de bains; une cuisine.

Lesson 9

Track 27: petit; grand; joli; superbe; magnifique; immense; de luxe; en haut; en bas.

Track 28: Dans ma maison idéale il y a un salon superbe et un jardin immense.

Track 29: Bonjour! Je m'appelle Claire. Voici ma maison idéale... En bas il y a une cuisine immense, une grande salle à manger et un salon superbe. En haut il y a une salle de bains de luxe et six chambres. Il y a aussi un jardin magnifique.

Lesson 10

Track 30: une fenêtre; une piscine.

Track 31: Bonjour! Je m'appelle Yann et j'habite dans un appartement à Bordeaux. L'appartement est assez grand avec un balcon qui est très joli en été avec de belles fleurs. La cuisine est très petite et je n'aime pas la cuisine. Le salon est superbe avec une grande télévision. A gauche il y a une salle à manger immense. En haut, il y a quatre chambres et une salle de bains de luxe. Finalement, ma chambre: elle est petite et toujours en désordre! Mes parents n'aiment pas ça!

Lesson 11

Track 32: sur; sous.

Track 33: chambre; salon; maison; appartement; jardin; garage; il y a; habite; mange; joue; aime; est; joli; grand; petit; immense; de luxe; superbe; sur; dans; sous; au coin; à gauche; à droite.

Track 34: Une maison à louer! Très belle maison neuve en brique, idéale pour famille. 1200 pieds carrés, bungalow: salon, salle à manger, cuisine, 2 salles de bains de luxe, 4 chambres, garage intérieur, grand espace extérieur, chauffage électrique. Très calme. A 10 minutes du centre commercial et train, parc pour enfants à venir dans ce développement. Seulement €700 par mois, ouvert à toute négociation. Pas d'animaux s'il vous plaît. Tél: 55 97 67 02

Track 35: Une très belle maison en brique avec quatre chambres, deux salles de bains de luxe, garage intérieur. €700 par mois. Pas d'animaux. Téléphonnez...

Lesson 12

Track 36: une chaise; un divan; une table; un frigo; une chaîne hi-fi; une douche; un micro-ondes; un tapis; une lampe; répète, s'il te plaît/ répétez, s'il vous plaît; qu'est-ce que c'est en français?

Track 37: Répétez, s'il vous plaît. Microwave, qu'est-ce que c'est en français? Répète, s'il te plaît. Répétez, s'il vous plaît.

Track 38: Un petit salon? Non, non, non!; Une salle à manger? A louer!; Tapis, chaîne hi-fi; fraises et chaises, fraises et chaises.

Lesson 13

Track 39: Bonjour! Ça va? Comment t'appelles-tu? Quel âge as-tu? Quelle est ta couleur préférée? As-tu des frères ou des sœurs? Comment s'appelle ton frère? Où habites-tu? Tu habites dans une maison ou dans un appartement? Qu'est-ce qu'il y a dans la cuisine? Qu'est-ce qu'il y a dans le salon?

Track 40: Bonjour! Bonjour! Ça va? Oui, ça va merci. Comment t'appelles-tu? Je m'appelle Claire. Quel âge as-tu? J'ai dix ans. Quelles est ta couleur préférée? J'aime le bleu/ma couleur préférée c'est: bleu. As tu des frères ou des sœurs? Oui, j'ai un frère. Comment s'appelle ton frère? Mon frère s'appelle Luc/il s'appelle Luc. Où habites-tu? J'habite à Wakefield. Tu habites dans une maison ou dans un appartement? J'habite dans une maison. Qu'est-ce qu'il y a dans la cuisine? Dans la cuisine il y a un frigo et un micro-ondes. Qu'est-ce qu'il y a dans le salon? Dans le salon il y a une table et un divan.

Track 41: eh bien; alors; mmm; voyons.

Lesson 14

Track 42: on va; aller; partir.

Track 43: lundi; mardi; mercredi; jeudi; vendredi; samedi; dimanche; janvier; février; mars; avril; mai; juin; juillet; août; septembre; octobre; novembre; décembre.

Track 44: La France; La Nouvelle Calédonie; Haïti; La Martinique; Le Québec.

Track 45: On va aller en France. On va partir le mardi 10 août pour une semaine. On va aller au Maroc. On va partir le samedi 28 juillet pour deux semaines.

Lesson 15

Track 46: on va; rester; dans; un hôtel; un appartement; un gîte; un camping.

Track 47: Cher Monsieur/ chère Madame, Je voudrais réserver... une chambre dans l'hôtel... l'appartement... le gîte... du samedi 14 août au samedi 28 août. Merci.

Lesson 16

Track 48: on va; aller; prendre; en bateau; en avion; en voiture; en train.

Track 49: On va aller en... On va prendre... de... à... On va prendre l'avion de Manchester à 11h 55.

Lesson 17

Track 50: on va; visiter; regarder; d'abord; plus tard; le musée; le château; la plage; le zoo; le jardin public; la piscine; le centre commercial; le parc d'attractions; un match de.

Lesson 18

Track 51: Quel temps fait-il? En janvier il fait très froid. En août il fait très chaud, température maximum 45 degrés. En mars il y a du vent et il pleut. En décembre il neige.

Track 52: Vaka seke ifo Chanson traditionnelle (Iaai)

A fia fi e malino de tai – Touy foki o kilo polo aki – Denei de vaka e seke ifo Fola ou inaghe – Taou imou kilo foki moa mai – O kitea dogou mata gode taghi Denei de vata e seke ifo – Fola ou inaghe
French and English translation provided on resource CD.

Track 53: Ajoutez; soustrayez; multipliez; divisez – 3 plus 4 égalent 7; 15 moins 3 égalent 12; 3 multiplié par 3 égalent 9; 32 divisé par 4 égalent 8; 3 au carré égale 9; La racine carrée de 16 est 4.

Track 54: En majuscules; virgule; point; deux points; point virgule; point d'exclamation; point d'interrogation; ouvrez les guillemets; fermez les guillemets.

List of songs and poems from Chante en français 2

With Track details

YEAR 5

Lesson 1

Track 1: Dans ma rue

Lesson 2

Track 2: A gauche, à droite

Lesson 4

Track 3: Quelle heure est-il?

Track 4: Lundi matin

Lesson 9

Track 5: Compte! (20-40)

Track 6: Compte! (40-60)

Lesson 10

Track 7: Qu'est-ce que tu vas faire?

Lesson 11

Track 8: Craque le bon pain

Track 9: A la soupe!

Lesson 12

Track 10: J'aime/je n'aime pas

Lesson 13

Track 11: Pan, pan, pan

Lesson 15

Track 12: La mousse au chocolat

Lesson 16

Track 13: Sur la route de châillon

Lesson 17

Track 14: Quel temps fait-il?

Track 15: Les saisons

Lesson 18

Track 16: Vive le vent

Track 17: Questions

YEAR 6

Lesson 1

Track 18: En classe

Lesson 3

Track 19: Mon cousin Gaston

Lesson 4

Track 20: Je marche dans la grande forêt

Lesson 8

Track 21: La marche de l'alphabet

Track 22: Les lettres de l'alphabet

Lesson 9

Track 23: a, é, i, o, u

Lesson 10

Track 24: Ma maison idéale

Lesson 12

Track 25: Les prépositions

Lesson 14

Track 26: Le français dans le monde

Transcript of Interactive Whiteboard Files for Year 5 and Year 6

Year 5

Lesson 1

Mon chapeau rhyme
Ne...pas/il y a
La rue principale images
Les magasins vocabulary (1 & 2)
Un or une (1 & 2)
Battleship grids
Pronunciation of 'é' and 'an'
Translation exercise

Lesson 2

Key vocabulary – drag the French word to reveal the English translation
Pass the parcel – sentence game
Positioning of adjectives – colour and size
Constructing sentences
Positioning of 'aussi' in a sentence

Lesson 3

Key vocabulary – drag the French word to reveal the English translation
Pause words – drag the French word to reveal the English translation
Use of 'c'est/il y a...ici?'
Giving answers to the questions 'c'est/il y a...ici?'
Model conversation – revealing phrases in a numbered sequence
Complete the names of places by inserting the missing letters

Lesson 4

Days of the week song
Days of the week – drag the French word to reveal the English translation
Key vocabulary –time of day (morning, afternoon, evening)
Endings 'oir' and 'in'
When? Combining days and time of day
What time is it? (o'clock and half past)
Adjective games

Lesson 5

Revision of 'ne...pas'
Key vocabulary – Il y a trop de... – drag the French word to reveal the English translation
Why doesn't he like the high street? (1)
Key vocabulary – Il n'y a pas de
Translation and identification of missing words

Lessons 6 and 7

The Christmas tree tradition
Key vocabulary
Finger rhyme 'Dans la forêt il neige'
Play transcript 'Le petit sapin'
Song 'Etoile de Noël'

Lesson 8

Listening transcript (listen and reveal words)
The memory game
Key vocabulary (encore, mais, et aussi)
Example sentences using (encore, mais, et aussi)
Key vocabulary 'Je vais'

Lesson 9

Dictionary work
Rhyme 'Jouons au ballon!' to practise 'on' sound
Numbers 20-40
Number grid
Snakes and ladders

Lesson 10

Revision of vocabulary for sports/hobbies
Pulse rate activity
Key vocabulary 'Qu'est-ce que tu vas faire? Je vais...'
Recording results – before and after activities
Graphing results
Making comparisons 'plus...que'

Lesson 11

Typical English/French food
Key vocabulary
Talking about foods you like or dislike
Transcript activity

Lesson 12

Revision of connectives (et, mais, aussi)
Food pyramid
Sorting food into proteins and carbohydrates

Lesson 13

Traditional rhyme: Pan, pan, pan
Comparing English and French eating habits
New vocabulary

Lesson 14

Key vocabulary – breakfast items
Key vocabulary – conversation

Lesson 15

Mousse au chocolat – ingredients
Mousse au chocolat – method
Ordering activity

Lesson 16

Revision of days of the week
Revision of months of the year
Key vocabulary
Substitution game
Key vocabulary – Quelle est la date?
La Météo
Key weather vocabulary
Missing letters game
Sur la route du Chatillon
Sentence building
More key weather vocabulary
Guess the weather game
Sorting game
More key vocabulary and pronunciation 'eau'

Lesson 17

Key vocabulary – the seasons
More key vocabulary – normalement, en général
Quel temps fait-il?
Weather report
Seasonal weather

Lesson 18

Vive le vent
Silent letters – 's' and 't'
Linking weather to seasons
More key vocabulary
Editing a sentence
Arranging sentences
Teacher scribing

Lesson 19

Pupil responses
Influences of other countries
Differences between English and French life
The supermarket – images to promote discussion
In the street – images to promote discussion

Lesson 20

Quiz time

Year 6

Lesson 1

What do you already know?
Key phrases – key classroom vocabulary
Matching words and pictures
Memory games – negatives
I have/I have not
Song: En classe
Classroom phrases
Example sketch

Lesson 2

As-tu?
French breakfast text
Breakfast items – matching
French breakfast – English translation

Lesson 3

Photos of French school children
Clothes vocabulary – sentence building
Changing the sentence
Tops and bottoms
Sur le fil à sécher le linge
Mon cousin Gaston
Key vocabulary
Transcript: school uniform
Sentence building
Masculine and feminine colours

Lesson 4

Song: Je marche dans la grande forêt
Little Red Riding Hood

Lesson 5

Song: Au feu, les pompiers!
Characters from the song
Order the words of the song
Key vocabulary – Occupations
Key phrases – Il est/Elle est
Word order
Masculine and feminine endings
Transcript for audio recording

Lessons 6 and 7

Revision of family vocabulary
Key phrases
Song: Le père Noël
L'écharpe la plus longue du monde
Les cadeaux de Grand-mère
Le bonhomme de neige

Lesson 8

Key vocabulary – houses and rooms
Key phrases – Il y a/Voici
Missing letters activity

Lesson 9

Key vocabulary – adjectives
My ideal house
Positioning of adjectives in sentences
En bas/en haute
Model paragraph

Lesson 10

Song – Ma maison idéale
Key vocabulary
Audio transcript
Matching adjectives to rooms
Pelmanism – rooms game
Text genres – weather report; a joke; a recipe;
a letter; a description

Lesson 11

Une maison à louer! – text
Sorting words
Errors in translation
House for sale – advert text

Lesson 12

Key vocabulary – items found in a house
Missing letters activity
More key vocabulary
Pronunciation
Key phrases
Use of tu and vous
Reveal rooms game
Rap
Extension work – prepositions – sur, sous,
dans – prepositions song

Lesson 13

Hangman game
Describing rooms
Secret sentences game
Speed chat questions
Speed chat answers
Stalling phrases
Browsing the internet

Lesson 14

Key vocabulary
Song: Le français dans le monde

Lesson 15

Key vocabulary
Booking holiday accommodation

Lesson 16

Key phrases
Composing sentences
Complete the sentence
Translation revision

Lesson 17

Key vocabulary

Lesson 20

Quiz time – questions and answers

Transcript of Resource Files for Year 5 and Year 6

Year 5

Lesson 1

OHT of rhyme: Mon chapeau
Picture of hat with four humps
Images of the main street in French towns
Flashcards of buildings on the high street
Battleships grid
Text cards to accompany flashcards
Cards for human sentence game
OHT with words of song: Dans ma rue

Lesson 2

Pass the Parcel word cards
Text cards à gauche, à droite
OHT with words of song: A gauche, à droite

Lesson 3

OHT of places in the town with letters missing
OHT of places in the town
Flashcards of buildings on the high street
Text cards for keyword activity c'est, au coin
OHT with transcript of listening exercise
OHT of rhyme: Mon chapeau
Cut up strips of card for conversation re-ordering activity
OHT with model conversation

Lesson 4

OHT with clocks and times
Matching up clocks and times
Grid to complete with times and adjectives
Letter cards
Word sound chart
Text cards with adjectives in French
Flashcards of parts of the day
Flashcards of activities on the street
OHT with words of songs

Lesson 5

PPt of short story: Le petit Thomas
Text cards and picture cards
Transcript of story
Translation of story
OHT of sentences to support display work

Lesson 6

Text cards of core vocabulary
OHT of finger rhyme (in two parts)
OHT with words of song: 'Etoile de Noël
OHT with transcript of play (Part one)
Notes on Christmas

Lesson 7

OHT with transcript of play (part two)
OHT with words of song: Lentement

Lesson 8

Flashcards of hobbies
OHT with listening transcript
Word cards to form sentences
Text cards with je vais & hobbies
Keep fit plan

Lesson 9

OHT with words of rhyme: Jouons au ballon!
OHT of numbers 20 to 40
Bingo cards 0 to 50
Snakes and Ladders game

Lesson 10

OHT of hobby phrases
OHT of sample graphs
OHT with words of song: qu'est-ce que tu vas faire?
Results grid
OHT of circles

Lesson 11

Flashcards of food items
Text cards of food items
PPt presentation of food items
PPt presentation: likes/dislikes of food
Transcript of audio recording
Gap filling worksheet
Mini flashcards of food items
OHT with words for traditional chants

Lesson 12

Mini flashcards of food items
OHT with words of song: J'aime/je n'aime pas

Lesson 13

OHT with words of the rhyme: Pan, pan, pan
OHT with French school lunch menus
OHT with English school lunch menus
OHT with translation/explanation of French menus
French menus vocabulary list

Lesson 14

Text cards of food/drinks
OHT with role-play phrases
Flashcards of food/drinks

Lesson 15

OHT with ingredients
OHT with recipe
Sentence cards for recreating recipe
OHT with words of song: La mousse au chocolat

Lesson 16

Months of the year in random order
Text cards – Aujourd'hui, c'est
OHT with sentences stating date colour coding
Pair work cards- days of week, numbers, months of year
Transcript of audio recording: quelle est la date?
Transcript of audio recording: weather forecast /la météo
OHT with words of song: Sur la route de Châtillon
OHT with jumbled weather expressions
Weather flashcards
Weather text cards

Lesson 17

Information sheet on weather/climate in France
OHT with words of song: Quel temps fait-il?
Prompts for weather presentation
Transcript of recording linking seasons and weather phrases
Handout of prompts for written work
OHT with weather expressions
List of towns
OHT with words of songs: Les saisons

Lesson 18

OHT with words of song: Vive le vent
Transcript of audio recording: weather forecast/Météo
Translation of audio recording
La météo challenge sheet
La météo challenge sheet answers
OHT with Points of compass
Example sentences
OHT with jumbled sentences
Phrases to rearrange
OHT with words of song: Questions

Lesson 19

Short text on OHT
Digital photos from streets
Digital photos from supermarkets

Lesson 20

Quiz sheet
Quiz sheet answers

Year 6

Lesson 1

Flashcards of classroom objects
Text cards of classroom objects
Strategies for memorising vocabulary
List of classroom objects
Text cards of key phrases: J'ai un stylo; Je n'ai pas de stylo
Tick and cross cards:
OHT with words of song: En classe
OHT of phrases for answering the register
OHT of ideas for sketch

Lesson 2

OHT of text: le petit déjeuner
OHT translation of text: le petit déjeuner

Lesson 3

Digital photos of French children going to school and in playground
Clothes worksheet
OHT of clothes sentence
Teacher information sheet on adjectival agreements
Flashcards of clothes
Text cards of clothes
OHT with rhyming poem
Support sheet for writing own verses
Transcript for school uniform audio recording
Colour cards
Smiley face cards
Text cards: j'aime le rouge etc
Text cards: adjectives
OHT with model text to adapt
OHT of opinions phrases
OHT with words of song: Mon cousin Gaston

Lesson 4

True/false worksheet for reading task
Transcript of story Little Red Riding Hood
Images to accompany story
Red Riding Hood 'complete the sentence worksheet'
Translation of Little Red Riding Hood story
Text for reading activity
OHT with words of song: Je marche dans la grande forêt

Lesson 5

OHT with words of song: Au feu les pompiers
OHT with translation of song
Words of song cut up on card
OHT with list of occupations
Flashcards of occupations
OHT with transcript of audio recording

Lesson 6

OHT with phrases for playing the game
OHT with words of song: Le Père Noël
Transcript of sketch 1: L'écharpe la plus longue du monde
Transcript of sketch 2: Les cadeaux de Grand-mère
Translations of both sketches

Lesson 7

OHT with words of song: Le bonhomme de neige

Lesson 8

OHT with sentences: J'habite dans x 2
Digital photos of houses in France
Sentence cards for listening activity – Il y a.../Voici...
OHT with list of rooms (in two sections)
OHTs with words for alphabet march and song
Flashcards of rooms
Digital photos: Inside and outside of houses

Lesson 9

OHT of rooms with letters missing
OHT with list of adjectives
OHT with ideal house sentence
Model paragraph
OHT with words of song: a, é, i, o, u

Lesson 10

OHT with words of song: Ma maison idéale
OHT with translation of song: Ma maison idéale
Transcript of audio recording
Worksheet to accompany audio recording
Selection of different text types
OHT different text type options

Lesson 11

OHT with text 'une maison à louer'
Translation of text 'une maison à louer'
Corrected version – nouns/adjectives
Sets of word cards for sorting

Lesson 12

Flashcards of furniture vocabulary
Text cards of furniture vocabulary
OHT with furniture vocabulary
OHT with furniture vocabulary and missing letters
Pelmanism cards with furniture
OHT with repetition phrases
Transcript of rap
Prompt sheet for rap
OHT with words of song: Les prepositions

Lesson 13

OHT with secret sentences
OHT with 'Speed chat' questions
Teacher's notes with 'Speed chat' standard questions and answers

Lesson 14

Map of world with French speaking countries
OHT model sentences
OHT with words of song: Le français dans le monde

Lesson 15

OHT with letter to book accommodation
OHT with translation of the letter
Flashcards of accommodation
Digital photos of accommodation

Lesson 16

OHT with journey model sentences
Journey text cards
OHT with eating out model sentences

Lesson 17

Text cards – visiter, regarder
Digital photos of places to visit
OHT with list of places to visit
OHT with programme of activities
Flashcards of places to visit

Lesson 18

'Model' PPT presentation
Support sheet – useful structures
OHT with words of song from New Caledonia

Lesson 20

Quiz sheet
Quiz sheet answers

APPENDIX A

Suggested strategies for memorising vocabulary

- Look, cover, say, check
- Sky writing – write each word repeatedly in the air
- Write the word on partner's back – he/she has to guess the word by referring to the list of vocabulary
- Begin by learning the easier words in the list, often cognates
- Colour code different word classes
- Write the three most difficult words on the list on a post-it and refer to them repeatedly
- Make the most of spare time available for recapping vocabulary – on car journeys, on the bus etc.
- Physically act out the word as you try to learn it – e.g. jouer au football
- Visualise the word
- Match up pictures and the corresponding written word
- Draw pictures and the written word together and stick them around the house, in the bedroom, on the inside of the car door
- Make a languages snake with all the words written with no gaps between them – ask partner to solve it and write out the words separately
- Mind mapping – write a key word at the top with related words branching out
- Set up a learning schedule, learning two new words each day
- Teach new words to a family member
- Speak aloud words as you read them
- Think of any special way of remembering a word (no matter how strange!) – e.g. août – contains English word – out – out of school – August
- Talk to yourself and say the words in your head as you walk home
- Keep a notebook of really useful words
- Make labels and label items around the house
- Make vocabulary grids and write out the words in several columns – e.g. column 1 = words in alphabetical order; column 2 = words in reverse alphabetical order; column 3 = shortest to longest; column 4 = longest to shortest etc.
- Say a list of words slowly to your partner twice; your partner must then try to write from memory five words in your list – they score a point for every correct word
- Play dictionary speed games – challenge your partner to find a word before you
- Re-arrange the words on the page into different patterns – e.g. place easy words in the circle; fairly easy words in the square and difficult words in the triangle

APPENDIX B

Adjectives in French (Teacher reference sheet provided for information only)

1. Position of adjectives

Most adjectives follow the noun:

E.g. **un crayon rouge** – a red pencil

The following common adjectives precede the noun...

Petit	small
Grand	big
Long	long
Bon	good
Court	short
Gros	fat
Jeune	young
Joli	pretty
Mauvais	bad
Premier	first
Nouveau	new
Vieux	old

2. Agreement of adjectives

The general rule is add an 'e' for feminine forms

Petit	→	petite	small
Grand	→	grande	big
Bleu	→	bleue	blue

Other rules apply however!

If the adjective already ends in 'e', don't add another

Rouge/rouge	red
Sale/sale	dirty

If the adjective ends in 'f', change the ending to 've'

Sportif/sportive	sporty
Actif/active	active
Positif/positive	positive

And some just do their own thing!

Bon/bonne	good
Vieux/vieille	old
Nouveau/nouvelle	new
Beau/belle	beautiful
Gros/grosse	fat
Long/longue	long
Premier/première	first
Dernier/dernière	last

APPENDIX C

Suggested reading books

“Many teachers have commented on how much children enjoy reading texts with the teacher! Consequently, I have been asked for a list of suggested titles and this is provided below. In order to minimise cost to schools and to avoid difficulties if books become unavailable at any time, these reading books are suggestions only and are not written into lesson plans. I have, however, linked the titles loosely to themes and lessons so that you can see where it might be appropriate to include them in your teaching. All of the titles are currently available through European School Books. Please use order form provided at the back of the Scheme of Work. If you would like ideas on how to exploit a reading book with a class, please refer to Appendix D.”

Rachel Redfearn

Quelle heure est-il Monsieur le Loup?

Annie Kubler

Casterman publisher

ISBN: 2-203-13888-2

Theme: Telling the time

Y5 lesson 4

Qu'est-ce que tu aimes?

Claudia Bielinsky

Casterman publisher

ISBN: 2-203-14265-0

Theme: J'aime + activities

Y5 lessons 8 & 9

Une année avec Mamouna

Casterman publisher

ISBN: 2-203-13922-6

Theme: months of the year; traditions

Y5 lesson 16

Y6 lesson 14

Un pour l'escargot, dix pour le crabe

April Pulley Sayre and Jeff Sayre

www.editions-kaleidoscope.com

ISBN: 2-87767-396-0

Theme: numbers 1-100

Y5 lessons 9 & 10

Le secret

Didier Jeunesse publishers

ISBN: 9-782278-054534

Theme: pets

(Y4 scheme)

Bernard et le monstre

David McKee

Folio Benjamin publishers

ISBN: 2-07-05-4882-1

Theme: family members

Y6 lesson 4

Une histoire sombre, très sombre

Ruth Brown

Gallimard publishers

ISBN: 2-07-056135-6

Theme: rooms of house, furniture

Y6 lessons 8,9,12

La semaine d'Uki

Claudia Bielinsky

ISBN: 2-203-14331-2

Theme: days of the week

Y5 lesson 4
Y6 lessons 1 & 14

Les couleurs avec Uki

Claudia Bielinsky

ISBN: 2-203-14330-4

Theme: colours

Y6 lesson 1

Les saisons avec Uki

Claudia Bielinsky

ISBN: 2-203-14332-0

Theme: seasons and weather

Y5 lessons 16 & 17

Tout en haut

Mario Ramos

www.marioramos.be

ISBN: 2-211-077-83-8

Theme: animals

(Y4 scheme)

Chapeau!

Dominique Maes

Magnard Jeunesse publishers

ISBN: 2-210-97930-7

Theme: hats and professions

Y6 lesson 5

Loup y es-tu?

Sylvie Auzary-Luton

ISBN: 2-211-029-647

Theme: wolf getting dressed, clothes

Y6 lesson 3

Another title which does not have a specific theme but which the children are sure to enjoy:

Abboie, Georges

Jules Fieffer

Pastel publishers

ISBN: 2-211-057-187

APPENDIX D

Strategies and ideas for storytelling

- Choose books with repeated phrases – encourage the children to join in by pausing and waiting for them to chant the next word in the sequence
- Give out images from the story to children in the group – as the image is mentioned in the story, the child holding that image/flashcard comes to the front to join the line of children
- Give out lines from the story cut up on card, approximately three or four lines per child. As the children listen to the story, they read the lines they have on card and wave each one in the air as it occurs in the text
- Encourage children to perform a mime each time they hear a word repeated in the story
- Encourage children to count how many times they hear a word or phrase in the story
- Use a very simple version of a well known tale and encourage children to act out the story as it is read by a narrator
- Retell sections of the story with deliberate mistakes and encourage the children to give the correct version
- Cut up pictures from the text and corresponding text cards and encourage the children to match the picture and the text
- Give out pictures from the story and challenge children to put them into the correct order
- Retell the story and ask questions in English or the foreign language to check comprehension
- Ask questions about the pictures – e.g. il y a combien de chats? De quelle couleur est le chien?
- Retell one section of the story and encourage the children to draw an illustration on mini whiteboards to match the extract
- Provide groups of children with phrases from the story, with each word in the phrase/ sentence on a different card. The children work together to put the word cards into the correct order, and then jumble them up again for the next group to attempt to solve
- Ask children to draw a character from the story with an appropriate speech bubble
- Clap the syllables in key words or repeated phrases
- Mouth a word or sentence from the story – the children must study your mouth carefully and try to guess the word, phrase or sentence
- The children choose an extract from the story and then work in groups, dividing the section between each member of the group. They practise it repeatedly, saying each word with accurate pronunciation and then record themselves reading the extract
- Find all the adjectives/nouns etc. on a particular page

APPENDIX E

Useful Websites

Planning a holiday to a French-speaking country

NOUVELLE CALEDONIE

- **Climate and weather**
www.newcaledoniatourism-south.com/weather/index.cfm
www.newcaledoniatourism-south.com/geography/index.cfm
www.southtravels.com/pacific/newcaledonia/weather.html
- **Travel**
www.airfrance.com
www.airfrance.fr
www.newcaledoniatourism-south.com/home.cfm
- **Cuisine**
www.newcaledoniatourism-south.com/restaurants/restaurantindex.cfm
- **Accommodation**
www.newcaledoniatourism-south.com/accommodations/hotelindex.cfm
- **Things to see and do**
www.jasons.com/activities-attractions/search/?destination=New+Caledonia

Useful French sites

- **Weather**
www.linternaute.com/voyage/nouvelle-caledonie/climat-meteo
- **Accommodation**
www.linternaute.com/voyage/nouvelle-caledonie/hebergement
- **Photos of the country**
www.linternaute.com/voyage/nouvelle-caledonie/liste-photo
- **Food**
www.draus.net/caledonie/cuisfram.htm

HAITI

- **General facts about the country**
<http://www.fotcoh.org/haiti.html>
- **Weather and climate**
www.southtravels.com/america/haiti/weather.html
- **Travel**
www.airfrance.co.uk
- **Food**
www.islandflave.com/recipes/haiti.html
http://www.everythinghaitian.com/haitian_cuisine.asp
http://www.cooks.com/rec/search/0,1-0,haitian_food,FF.html

HAITI

- **Things to see and do**
www.worldtravelguide.net/country/112/top_things_to_see_and_do/Caribbean/Haiti.html
- **Music**
<http://www.mamalisa.com/world/haiti.html>
- **Images**
<http://www.travel-images.com/haiti.html>>

Useful French sites

www.linternaute.com/voyage/haiti/

- **Accommodation**
www.linternaute.com/voyage/haiti/hebergement

LA MARTINIQUE

- **Climate and key details**
<http://www.caribbean-direct.com/Martinique-Direct/Helpful%20Info/MQEclimate.html>
<http://www.worldinfozone.com/facts.php?country=Martinique>
- **Travel, food, hotels**
http://www.worldtravelguide.net/country/165/country_guide/Caribbean/Martinique.html
<http://martinique-guide.info/food/>
<http://www.cooks.com/rec/search/0,1-0,food_from_martinique,FF.html>
- **Photos of the country**
www.travel-images.com/martinique.html
- **Images**
<<http://www.travel-images.com/martinique.html>>
<http://www.fohub.com/pictures/images_martinique_162.html>
<<http://www.davidsanger.com/stock/martinique-page2>>
- **Things to see and do**
www.worldtravelguide.net/country/165/top_things_to_see_and_do/Caribbean/Martinique.html
- **Music**
<<http://www.mamalisa.com/world/martinique.html>>

Useful French sites

- **General information**
www.webcaraibes.com/martinique
- **Photos of Martinique**
<http://voyage-bons-plans.aufeminin.com/w/sejour/voyages/album/66/albums-vacances-martinique.html>
- **Accommodation**
www.voyages.zananas-martinique.com

QUEBEC

- **Music**

<http://www.bourque-moreau.com/FrCanChil.html>

http://music.download.com/3605-7994_32-0.html?country=Canada

- **Food**

http://www.tomifobia.com/quebec_cuisine.html

http://www.cooks.com/rec/search/0,1-0,quebec_food,FF.html

<http://www.recipezaar.com/recipes/quebec>

http://frenchfood.about.com/od/frenchcanadian/French_Canadian_Cuisine_and_recipes.htm

<http://www.recipeland.com/recipes/quebec/>

- **Images**

<http://www.hickerphoto.com/quebec-pictures-cat.htm>

<http://www.peterlanger.com/Countries/Northamerica/Canada/Quebec/index.htm>

FRANCE

- **Climate**

www.wordtravels.com/Travelguide/Countries/France/Climate

- **Travel and accommodation**

www.travel-library.com/europe/france

www.francetourism.com

- **Travel**

www.airfrance.co.uk

www.ryanair.com

www.easyjet.com

www.raileurope.co.uk

- **Food**

www.aftouch-cuisine.com/

- **Things to see and do**

www.allparistours.com

Basic Mathematical Terms

Teachers can listen to the pronunciation of the following words on the sound file, track 53.

Ajoutez	add
Soustrayez	subtract
Multipliez	multiply
Divisez	divide

3 plus 4 égal 7	3 plus 4 equals 7
15 moins 3 égalent 12	15 minus 3 equals 12
3 multiplié par 3 égalent 9	3 multiplied by 3 equals 9
32 divisé par 4 égalent 8	32 divided by 4 equals 8
3 au carré égal 9	3 squared equals 9
La racine carrée de 16 est 4	the square root of 16 is 4

Punctuation in French

The following list may be helpful to teachers. All of the words and phrases below are recorded onto the sound file, track 54.

En majuscules	in capital letters
Virgule	comma
Point	full stop
Deux points	colon
Point virgule	semicolon
Point d'exclamation	exclamation mark
Point d'interrogation	question mark
Ouvrez les guillemets	open speech marks/inverted commas
Fermez les guillemets	close speech marks/inverted commas

Exploiting French Art

- **The following website addresses provide useful information and images relating to French painters. Teachers may wish to explore this aspect of culture with groups in Y5 or Y6.**

<http://www.museebernardbuffet.com/english.html>

<http://www.1001prints-posters.com/famous%20french%20artists.htm> (including Monet, Matisse, Gauguin, Renoir, Buffet, Cezanne)

<http://www.fine-art-painting-gallery.com/famous-french-artists.html>
(Degas, Monet, Manet, Lautrec, Matisse, Cezanne, Colin, Gauguin)

<http://www.renoir.org.yu/>

http://www.linkism.com/visual_artists/famous-artists/country/france-french.htm
(Degas, Monet, Picabia, Tanguy)

<http://www.ibiblio.org/wm/paint/auth/degas/> (Degas)

www.artcyclopedia.com/nationalities/French.html

Games and activities

Inevitably, it has not been possible to list all the games and 'fun' activities for introducing and reinforcing language in each lesson plan. The following ideas may be helpful to teachers who are new to teaching a foreign language in Y5 and Y6:

Games at word level

- Teach a few words using images/text on flashcard. Next, hold the set of flashcards towards you. Shuffle the cards. To win the flashcard the children must guess in French the card you are looking at.
- Place flashcards on the floor and then invite a volunteer to leave the room. While he/she is waiting outside the room invite another child to pick a flashcard, which is then hidden somewhere in the room. The child waiting outside is invited back into the classroom and has two minutes to identify which card is missing in French, and then find it. The rest of the children support by indicating froid (cold) and chaud (hot) with the teacher.
- Use a stencil with a small cut-out circle over a flashcard and move it around. Children guess which image you are holding
- Show the image on the flashcard very quickly so that the children only catch a glimpse of it. Children can be challenged to write down in French the image they see on mini whiteboards (individually or in pairs) and then hold boards high in the air.
- Display three images at once and challenge children to hold the series of words in their heads for 10 seconds and then either say the words to you or write them on mini whiteboards.
- Use the IWB or OHP to show images. Then hide an object(s) and challenge the children to identify missing item(s).
- Missing letters – challenge children to work out the correct version of the word by substituting letters either orally or in written form.
- Battleships – children can plot a few items of vocabulary (e.g. rooms of the house) on a grid with co-ordinates and then try to find their partner's rooms before their own are discovered. This activity also provides practice in stating numbers and letters of the alphabet.
- Word snakes – show a list of words with no gaps between the words. Children work in pairs or groups to identify where one word finishes and the next word begins and record the words contained in the snake.
- Pupils pass around a bag containing plastic letters. When music stops, a child pulls out a letter and announces it in French to the group. The teacher then states a category e.g. Animals, and the first child to say the name of an animal in French beginning with the letter wins a point.
- Teacher reads a short list of words twice. At the end of the second hearing, children are allowed to begin writing. The challenge is to write as many words they can remember from the list, either individually or in pairs.
- Stations game – place a flashcard of the vocabulary learned into each corner of the room. Children must position themselves in one corner of the room. From another set of flashcards, select one randomly. All the children in that corner are 'out' and must return to their seats.
- Bingo – this game can be played with numbers of with any items of vocabulary.

Games at sentence level

- Teacher writes a word on the board e.g. "aime". Children are challenged in groups to try to write a sentence including the key word.
- Pass the parcel – children sit in a circle and pass around a bag containing sentence starters on card e.g. Il y a... When the music stops the child holding the bag takes a card and shows it to the group. The group then works together to try to complete the sentence, which is then shared with the rest of the class.
- Show a sentence with words and replace one word or two words with images. Challenge the children to re-write the sentence, replacing the images with words.
- Find the mistake – children look at a sentence on the board and try to spot the deliberate mistake/nonsense. E.g. J'aime manger les chiens. J'aime jouer au football avec mon hamster. Mon chat est rouge. Ma mère s'appelle Michael.
- Teacher provides images on the board and then describes one of the images: e.g. C'est un fruit. C'est jaune... Children listen carefully to the short sentences and two compete at the front of the class to be the first person to touch the corresponding word on the board.
- Secret sentences – teacher shows a grid with three columns with part of the sentence in each column. The teacher then writes down a secret sentence writing a phrase from each column. The children have to guess what the sentence is by making suggestions. (See Y6 lesson 13)
- Jumbled up sentences – challenge children to re-write a sentence in the correct order.
- Jumbled up sentences – give children a text card each. Then state the corresponding sentence slowly in French. The children holding text cards come to the front of the room and try to arrange themselves into the correct order to form the sentence.
- Show me – the teacher gives some children cards with a word of a simple sentence written on each. As the teacher reads the sentence, the child holding the corresponding card must raise it in the air. This is repeated twice and then the cards are hidden. Afterwards the rest of the children have two minutes to complete a sheet stating the name of the person and the word he/she held up.
- Chinese Whispers – divide the children into two groups and then identify the child at the start and end of each team. Give the child at the start of each team a short sentence in French on a piece of paper. They must not look at the sentence until you give the direction. Then they read the sentences, put the paper down again and whisper the sentence along the line until they get to the last child in each team who must attempt to write what he/she hears on a mini whiteboard. The two teams compete to be the first to write down the original sentence

Games at text level

- Children study a text and note down all the proper nouns/adjectives/connectives etc.
- Text salad. Children re-order a short conversation, either from the screen or on cards and read it aloud, practising pronunciation.
- Children listen to a paragraph read aloud on CD. When the CD is suddenly paused, they call out the next word.
- Children look at a paragraph for a given time and then the text is removed. Children try to recall and note down five words they have just seen in the text, either individually or in pairs.
- Text from memory game –the teacher has a short text at the front of room blown up to a large size. One member of each group is allowed to come to the front to look at it. The member returns to the group and reports what he/she has seen to the group who try to reproduce it. The next team member goes to the front and reports back etc.