<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Enjoy your meal/Bon appétit</td>
</tr>
<tr>
<td>14</td>
<td>I am the music man/Je suis le musicien</td>
</tr>
<tr>
<td>15</td>
<td>On the way to school/En route pour l'école</td>
</tr>
<tr>
<td>16</td>
<td>Beach scene/Scène de plage</td>
</tr>
<tr>
<td>17</td>
<td>The four seasons/Les quatre saisons</td>
</tr>
<tr>
<td>18</td>
<td>The planets/Les planètes</td>
</tr>
<tr>
<td>19</td>
<td>Our school/Notre école</td>
</tr>
<tr>
<td>20</td>
<td>Our world/Notre monde</td>
</tr>
<tr>
<td>21</td>
<td>Creating a café/Monter un café</td>
</tr>
<tr>
<td>22</td>
<td>Then and now/Le passé et le présent</td>
</tr>
<tr>
<td>23</td>
<td>At the theme park/Au parc d'attractions</td>
</tr>
<tr>
<td>24</td>
<td>What's in the news?/Quoi de neuf?</td>
</tr>
</tbody>
</table>
Unit 13 Enjoy your meal/Bon appétit

Overview
Session 1: Lunchtime
Session 2: Food likes and dislikes
Session 3: Building sentences
Session 4: Celebrations
Session 5: Food for a celebration
Session 6: Pancake time
**Overview**

In this unit children learn the names of food and drinks that relate to packed lunches and break-time snacks. They learn how to talk about what they have eaten and drunk the previous day. They learn some food vocabulary relating to Bonfire Night and their intercultural understanding develops through comparison with Bastille Day. Children practise following and creating their own recipes.

**Prior learning**

It is helpful if children already know:
- names of some food and drinks
- j’aime and je n’aime pas
- je préfère
- je déteste
- how to say the date

**New language content**

- Talking about what has been eaten and drunk
- Expressing likes, dislikes and preferences about food and drinks
- Following and writing instructions (as in a recipe)
- Perfect tense: manger (j’ai mangé, tu as mangé), boire (j’ai bu)
- The use of du, de la, de l’, des
- Plural nouns with les and des
- Compound sentences with connectives et and mais
- Imperatives: vous form of some regular and irregular verbs in the present tense
- Phonic focus: revision of an/en and au/eau

**Where this unit fits in**

In this unit children have the opportunity to revise and extend previously learnt language associated with foods (Units 6 and 10). They apply their knowledge of plural nouns to new contexts. They learn how to form compound sentences using simple connectives.

They are already familiar with saying the date (Unit 12) and have further opportunity to practise this. This unit could support other activities in relation to promoting healthy living in schools.

**End of unit activity**

Children work in pairs to make their crêpe. They video record each other to make a TV cookery programme and add the instructions as a commentary. Children produce their recipe as a magazine article with a photograph of the finished crêpe.

**Expectations**

**At the end of this unit**

Most children will:
- talk about what they have eaten and drunk using the perfect tense;
- listen to and read an authentic non-fiction text and select key words and phrases from it; devise and perform with a partner a short sketch using structures learnt in the unit.

Some children will not have made so much progress and will:
- respond with single-word answers to questions about food and drink;
- refer to text or visual clues when joining in a short sketch.

Some children will have progressed further and will:
- write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe.

**Links to the Key Stage 2 Framework for Languages**

<table>
<thead>
<tr>
<th>Session</th>
<th>O5.1</th>
<th>O5.2</th>
<th>O5.3</th>
<th>O5.4</th>
<th>L5.1</th>
<th>L5.2</th>
<th>L5.3</th>
<th>IU5.1</th>
<th>IU5.2</th>
<th>IU5.3</th>
<th>KAL</th>
<th>LLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>
### National Curriculum links

**Primary Framework for Literacy**

**Strand 7** Understanding and interpreting texts; Y4 Use knowledge of different organisational features of text to find information effectively.

**Strand 9** Creating and shaping texts; Y3 Write non-narrative texts using structures of different text types.

**Strand 11** Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives.

**Primary Framework for Mathematics**

**Strand 6** Measuring; Y5 Read, choose, use and record standard metric units to estimate and measure length, weight and capacity.

**History**

2c Identify and describe reasons for, and results of, historical events, situations and changes in the period studied.

**PSHE**

4b Think about the lives of people living in other places and times, and people with different values and customs.

**Design and technology**

2f Follow safe procedures for food safety and hygiene.

5c Design and make assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.

### ICT

1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

2a Develop and refine ideas by bringing together, organising and reorganising text tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Resources

- Picture flashcards, real or plastic items of food and drink
- Sets of food picture cards
- Smiling and sad face cards
- Word cards for food
- Word and phrase cards for jumbled sentences
- A3 sheets with a picture of a famous person or character and an empty speech bubble
- Two identical sets of individual cards showing numbers up to 31, days of the week and months
- Photographs or video clips of Bastille Day celebrations
- Individual whiteboards

- Calendar grid on an interactive whiteboard with pictures of food and drink
- Ingredients or pictures to show how to make a simple recipe (a crêpe recipe is available at the end of this unit)
- Six sentences from the recipe printed in different colours
- Multi-link cubes in corresponding colours
- Writing frame for crêpe recipe
- Bilingual dictionaries
- Equipment and utensils for making a crêpe

### ICT resources

- Digital slideshow software or web tool
- Access to a class blog
- Digital audio editor/recorder
- Microphone
- Flipchart/notebook or multimedia presentation software
- Digital camera
- Self-authoring package for creating interactive activities
- Blockbusters on the interactive whiteboard
- Drag and drop function on the interactive whiteboard
- Videoconferencing facilities
- Comic strip creation software
- Digital video camera
- Access to an internet search engine
- Access to an online survey tool
- Video editing software
### Framework objectives

| O5.3 | Listen attentively and understand more complex phrases and sentences. |
| IUS.1 | Look at further aspects of their everyday lives from the perspective of someone from another country. |
| KAL | Develop accuracy in pronunciation and intonation. |

### Support

In the seventh activity, some children may need to use a set of picture cards to keep their own record of the order of the items.

### Extension

For the seventh activity, include picture cards of drinks so that children need to use *j’ai bu* as well as *j’ai mangé*.

More confident children keep a daily snack diary in French for a week using dictionaries when necessary.

### Prior knowledge

It is helpful if children already know the names of some food and drinks.

### Main activities

- **Main activities**
  - Discuss with children what they know about lunchtime in French primary schools or in a country where French is spoken. How could they find out?
  - If possible show children an authentic French school lunch menu and discuss similarities and differences. If you have a partner school abroad find out what children in that school know about English school meals and packed lunches.
  - Select some known food and drinks suitable for a snack, e.g., *une pomme, un jus d’orange*, and revise these with picture flashcards, real or plastic items or by playing guessing games.
  - Introduce some new items using games and activities from previous units (e.g., *Unit 2, Session 1* and *Unit 6, Session 1*), pictures from a French supermarket website or real items: *un sandwich*, *un gâteau* (a cake), *une banane* (a banana), *du fromage* (some cheese), *de la salade* (some salad), *de l’eau* (some water), *des chips* (some crisps).
  - Using text cards or the interactive whiteboard, display the written word for each item. In pairs, children to match them up. They feed back their answers, giving reasons for their choices.
  - Children listen to and repeat the new items. Draw their attention to the meaning of *du, de la, de l’, des* (some). Children practise saying the items as a whole class using *J’ai* + noun, e.g., *J’ai du fromage* (I have some cheese). For additional reinforcement, use the spotlight tool on the interactive whiteboard or hide and reveal techniques using picture flashcards.
  - Phonic focus: highlight and revise the pronunciation of *an/en* as in *sandwich/enfant*.

### ICT opportunities

- **ICT opportunities**
  - (levels of difficulty 1 = easier, 3 = more complex)
  - The website Global Gateway provides opportunities for finding partner schools abroad: www.globalgateway.org
  - Find an authentic French school website which features a weekly lunch menu and ask children to compare it with what they eat in their own school.
  - Introduce images of food items using presentation software.
  - Import pictures of food items into a self-authoring package and add text so children can perform different interactive exercises.
  - Use different coloured backgrounds to indicate which food items take *du, de la, de l’* and *des*. Use the spotlight tool on the interactive whiteboard to highlight individual images of food.
<table>
<thead>
<tr>
<th>Main activities (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the phrases j’ai mangé (I ate) and j’ai bu (I drank). Use either pictures or real objects, and mime as you say: je mange un sandwich (I am eating a sandwich). Then, taking a step backwards, say: Hier, j’ai mangé un sandwich (Yesterday, I ate a sandwich). Repeat with one or two other items of food and ask children to tell you what they think you have said.</td>
</tr>
<tr>
<td>Do the same with je bois and j’ai bu, eg je bois un jus d’orange (I am drinking an orange juice) and Hier, j’ai bu un jus d’orange (Yesterday, I drank an orange juice). Explain to children that you use j’ai mangé and j’ai bu when you are talking about something that has already happened, eg this morning, yesterday, last year. Children listen to and repeat the phrases. Using known items of food and drink, practise the phrases as a whole class in sentences, eg j’ai mangé un sandwich, j’ai mangé un gateau, j’ai bu de l’eau.</td>
</tr>
<tr>
<td>Give each group a set of nine food picture cards to place in a 3 x 3 grid on the table. The first child selects a card and says j’ai mangé + the name of the food on the card. Child 2 repeats what child 1 has said then chooses another card and adds that food to the list. The game continues with the list of foods increasing with each child. The aim of the game is for each group to remember as many foods as possible in the correct sequence. Alternatively, and space permitting, this activity could be played on the floor with children jumping to each picture card.</td>
</tr>
<tr>
<td>Remind children that one way of asking a question is by simply raising your voice at the end of a statement. Demonstrate this with the sentences Tu as mangé une pomme (You ate an apple) and Tu as mangé une pomme? (Did you eat an apple?) Read out a mixture of statements and questions in the perfect tense, eg Tu as mangé un sandwich and Tu as mangé une banane? Children decide which type of sentence it is and show this by drawing either a question mark or a full stop in the air or on a mini-whiteboard.</td>
</tr>
</tbody>
</table>
### Session 1

**Lunchtime**

**Main follow-up activities**

Children produce a classroom display of the food and drink items, with pictures and words laid out like shelves in a shop. They add to them throughout the unit when new items are included.

**ICT follow-up activities**

Children create a multimedia slideshow including images, text and voiceovers describing the food they have eaten during the week. They embed the best examples on the class blog.

### Learning outcomes

**Children:**
- listen with care
- make statements in the perfect tense
- use tone of voice to help convey meaning
- identify similarities and differences in everyday life

### National Curriculum links

**ICT**
1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
2a Develop and refine ideas by bringing together, organising and reorganising text tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- In France, schools start at about 8.30am and finish at around 4.30pm. Generally the school lunch break lasts for two hours and many children go home. In French, there is no direct equivalent of packed lunches as it is quite rare for children to bring sandwiches to school. However, some children may be given a snack: un goûter.
- Grammar point: du (m), de la (f), de l’ (vowel), des (pl) correspond to ‘some’ or ‘any’ in English.
- Grammar point: the passé composé (perfect tense) in French corresponds closely to the English perfect tense. In French it is a compound tense, formed using the auxiliary verb avoir (to have) or être (to be) + a past participle (eg mangé, bu). Only verbs conjugated with avoir are introduced in this unit. The perfect tense of the verb manger (to eat), which is formed using avoir, is shown below:

<table>
<thead>
<tr>
<th>j’ ai mangé</th>
<th>tu as mangé</th>
<th>il/elle/on a mangé</th>
</tr>
</thead>
<tbody>
<tr>
<td>mangé</td>
<td>mangé</td>
<td>mangé</td>
</tr>
<tr>
<td>nous avons mangé</td>
<td>vous avez mangé</td>
<td>ils/elles ont mangé</td>
</tr>
</tbody>
</table>

### Resources

- Picture flashcards, real or plastic items of food and drink
- Word cards for food
- Sets of food picture cards
- Mini-whiteboards

### ICT resources

- Digital slideshow software or web tool
- Access to a class blog
- Digital audio editor/recorder
- Microphone
- Flipchart/notebook or multimedia presentation software
- Digital camera
- Self-authoring package for creating interactive activities
<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>an apple</td>
<td>une pomme</td>
<td>an orange juice</td>
<td>un jus d'orange</td>
</tr>
<tr>
<td>a sandwich</td>
<td>un sandwich</td>
<td>a cake</td>
<td>un gâteau</td>
</tr>
<tr>
<td>a banana</td>
<td>une banane</td>
<td>some cheese</td>
<td>du fromage</td>
</tr>
<tr>
<td>some salad</td>
<td>de la salade</td>
<td>some water</td>
<td>de l'eau (f)</td>
</tr>
<tr>
<td>some crisps</td>
<td>des chips (m pl)</td>
<td>some/any (see ‘Teaching tips’)</td>
<td>du, de la, de l’, des</td>
</tr>
<tr>
<td>I have some cheese</td>
<td>J’ai du fromage</td>
<td>I ate/I drank</td>
<td>j’ai mangé/j’ai bu</td>
</tr>
<tr>
<td>I am eating a sandwich</td>
<td>Je mange un sandwich</td>
<td>I am drinking an orange juice</td>
<td>Je bois un jus d’orange</td>
</tr>
<tr>
<td>Yesterday, I ate a sandwich/a cake</td>
<td>Hier, j’ai mangé un sandwich/un gâteau</td>
<td>Yesterday, I drank an orange juice/some water</td>
<td>Hier, j’ai bu un jus d’orange/de l’eau</td>
</tr>
<tr>
<td>You ate an apple/a sandwich</td>
<td>Tu as mangé une pomme/un sandwich</td>
<td>Did you eat an apple/a banana?</td>
<td>Tu as mangé une pomme/une banane?</td>
</tr>
<tr>
<td>Framework objectives</td>
<td>Main activities</td>
<td>ICT opportunities</td>
<td></td>
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<tr>
<td>O5.2 Understand and express simple opinions.</td>
<td>Play Touchez l’image (Touch the Picture, see Unit 1, Session 4) to revise food vocabulary and phrases in the perfect tense from Session 1. Ask, eg Tu as mangé une pomme? (Did you eat an apple?) When children touch the correct picture, the class chorus Oui, j’ai mangé une pomme. Divide the class into two teams and repeat the game with one team chorusing the question for the other children to answer.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex) Import images of food items on to the interactive whiteboard or presentation software and play Touchez l’image.</td>
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</tr>
<tr>
<td>O5.3 Listen attentively and understand more complex phrases and sentences.</td>
<td>Play Find Your Group. Each child is given a food picture card. They walk around the room looking for other children with the same picture card by asking, eg Tu as mangé une banane? Compare pictures showing a single item of food with pictures showing more than one of the same item. Model the words and ask children to repeat. Show the written form and highlight the plural endings. What do they notice about the way in which these plurals are formed? Can children hear if the noun is plural?</td>
<td>Using presentation software, create a slideshow showing how to make nouns plural. Embed sound files to allow children to hear the difference between singular and plural forms. Incorporate animations to highlight how the letter s is typically added to pluralise regular nouns.</td>
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<tr>
<td>L5.2 Make simple sentences and short texts.</td>
<td>Ask children if they can recall how to express opinions (see Unit 6). To revise the structure j’aime and je n’aime pas, invite children to write numbers 1 to 10 on a mini-whiteboard. Read out 10 sentences, eg j’aime le fromage (I like cheese) je n’aime pas les tomates (I don’t like tomatoes). Children put a cross or a tick to indicate whether the sentences are positive or negative. Point to some pictures and say, eg j’aime les sandwichs or je n’aime pas les sandwichs. Encourage children to join in.</td>
<td>Make a Blockbuster template for the interactive whiteboard by making a hyperlink from each hexagonal cell to a new screen. Each screen has a symbolic representation of a sentence of the type j’aime les pommes mais je préfère le fromage (I like apples but I prefer cheese). Children select a hexagon from the template, click on it and say the sentence. This could be done in teams. Once you have the template, you can adapt it for other activities and resave it.</td>
<td></td>
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<tr>
<td>KAL Understand and use negatives.</td>
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<tr>
<td>KAL Manipulate language by changing an element in a sentence.</td>
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<tr>
<td>LLS Apply grammatical knowledge to make sentences.</td>
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**Support**

In the second activity, allow children who find recall difficult to use self-check cards with a picture on one side and the word on the other.

**Extension**

For the seventh activity, ask children to substitute alternative food words.

**Prior knowledge**

It is helpful if children already know simple opinions.
Main activities (continued)

Give pairs of children picture cards to build sentences. For example, a smiling face for *j’aime*, and a sad face for *je n’aime pas*, a selection of food pictures and a ‘+’ sign to represent *et*. An example of a sentence: *j’aime les chips et les bananes.*

Write on the board and read aloud a sentence such as *j’aime les pommes* (I like apples). Underneath write *je préfère les sandwichs* (I prefer sandwiches). Explain to children that these two simple sentences can be joined to make a compound sentence using a simple connective. Show them the sentence *j’aime les pommes mais je préfère les sandwichs* and ask what this means. The whole class practises joining two sentences with *mais* (but).

Ask several children to form a human sentence in which each child holds one word card. The class read out the sentence. Ask individual children in the human sentence to conceal their card. The class read the sentence aloud again, recalling the hidden word. Continue until the whole sentence is concealed.

Model a question with a child, eg *Tu aimes les bananes?* and encourage the child to respond, eg *Oui, j’aime les bananes mais je préfère les tomates* (Yes, I like bananas but I prefer tomatoes). Children then practise the question and answer in pairs using picture cards from the earlier activity as prompts.

ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Alternatively this activity could be done as a whole class, using the interactive whiteboard. Add a screen with a grid of four columns and four rows. In the third column add a plus sign to symbolise *et*. Display a graphic of a smiling face and one of a sad face to symbolise *j’aime* and *je n’aime pas*. Display images of different foods. Children drag the pictures to fill a row, ‘reading’ their sentence as they do so.

Create text cards for the interactive whiteboard and ask children to drag and drop them into the correct order.
Throughout the week
Use the new language to ask children what they have eaten at break or lunchtime.
Practise expressing likes and dislikes of food.

Main follow-up activities
Children produce display work expressing their opinions on the food and drink they have consumed during the week.

ICT follow-up activities
During a videoconferencing session with a partner school, children ask each other what food stuffs they like using picture cards as prompts.

Learning outcomes
Children:
• agree and disagree with statements
• understand and express likes and dislikes
• ask and answer questions
• use simple connectives to make compound sentences
• use a physical response to show recognition and understanding of specific phrases

Teaching tips
• Grammar point: when using expressions of opinion *le, la* or *les* are used instead of *du, de la, de l’, des*, eg *j’aime les pommes* (I like apples)
• If you use a grid on the interactive whiteboard for the sixth activity, this use of pictures instead of words helps children to visualise sentence structure before they move on to use the written word. If the whiteboard has a screen recording function, children can record their sentences and then play them back so that they can see their mouse movements as they hear the simultaneous commentary

National Curriculum links
Primary Framework for Literacy
Strand 11  Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives.

ICT
1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

Resources
• Picture flashcards, real or plastic items of food and drink
• Sets of food picture cards and a ‘+’ sign
• Food picture cards with words on reverse
• Smiling and sad face cards
• Word cards for food
• Word and phrase cards for creating example sentences

ICT resources
• Blockbusters on the interactive whiteboard
• Drag and drop function on the interactive whiteboard
• Videoconferencing facilities
• Multimedia presentation software
### Le langage du prof

**On va jouer Touchez l’image**

- une pomme
- un jus d’orange
- un sandwich
- un gâteau
- une banane
- du fromage
- de la salade
- de l’eau (f)
- des chips (m pl)

**Tu as mangé…?**

- Did you eat…?
- Did you drink…?
- I like/I don’t like
- I prefer
- and/but

**Tu aimes…?**

- Do you like…?
- What have you got as a snack?
- Have you got (a banana)?

### Teacher’s language

- We’re going to play Touch the Picture

- an apple
- an orange juice
- a sandwich
- a cake
- a banana
- some cheese
- some salad
- some water
- some crisps

**Oui, j’ai mangé**

- Yes, I ate

**Oui, j’ai bu**

- Yes, I drank

**Tu aimerez…?**

- I like/I don’t like
- I prefer
- and/but

### Le langage des enfants

- une pomme
- un jus d’orange
- un sandwich
- un gâteau
- une banane
- du fromage
- de la salade
- de l’eau (f)
- des chips (m pl)

**Tu as mangé…?**

- Did you eat…?
- Did you drink…?
- I like/I don’t like
- I prefer
- and/but

**Tu aimes…?**

- Do you like…?
- What have you got as a snack?
- Have you got (a banana)?

**Oui, j’aime**

- Yes, I like

**Oui, je n’aime pas**

- Yes, I don’t like

**Je préfère**

- I prefer

**et/mais**

- and/but
### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L5.2</td>
<td>Make simple sentences and short texts.</td>
</tr>
<tr>
<td>L5.3</td>
<td>Write words, phrases and short sentences, using a reference.</td>
</tr>
<tr>
<td>KAL</td>
<td>Recognise the typical conventions of word order in the new language.</td>
</tr>
<tr>
<td>KAL</td>
<td>Apply knowledge of rules when building sentences.</td>
</tr>
<tr>
<td>LLS</td>
<td>Apply grammatical knowledge to make sentences.</td>
</tr>
</tbody>
</table>

### Main activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap</td>
<td>Recap likes, dislikes and preferences using pictures from the previous session.</td>
</tr>
<tr>
<td>Qui a parlé?</td>
<td>Play <em>Qui a parlé?</em> One child comes to the front and stands with their back to the class. Choose another child to make a statement in a disguised voice, e.g., <em>J'aime le fromage</em>. The child at the front turns round and has three guesses at identifying who spoke. If they guess correctly the child stays at the front for another go. If not, they exchange places with the child who spoke.</td>
</tr>
<tr>
<td>Model</td>
<td>Model again how two simple sentences can be joined together (see Unit 13, Session 2) using the connectives <em>mais</em> and <em>et</em>.</td>
</tr>
<tr>
<td>Compound</td>
<td>In small groups, children use word and phrase cards to rebuild jumbled compound sentences. Select groups to read out their sentence. Then, working in pairs, they build more sentences using text cards and read them aloud to each other, e.g., <em>J'aime les pommes mais je préfère les oranges</em> (I like apples but I prefer oranges).</td>
</tr>
<tr>
<td>Connective</td>
<td>Give pairs of children an A3 sheet of paper with a picture of a famous person or character and an empty speech bubble. Children work together to create text to fill the speech bubbles (using text cards for support where necessary), e.g., <em>Je m'appelle... J'aime les pommes</em>. Confident children may be able to write a compound sentence using <em>et</em> or <em>mais</em>, as appropriate, e.g., <em>Je m'appelle... et j'aime les bananes</em>.</td>
</tr>
<tr>
<td>Graphic</td>
<td>Use pictures to create a series of repeating patterns on the interactive whiteboard, e.g., <em>pomme, pomme, gâteau, pomme</em>. Ask the class to 'read' them aloud. Ensure that these increase in difficulty.</td>
</tr>
</tbody>
</table>

### ICT opportunities

- **(levels of difficulty 1 = easier, 3 = more complex)**
  - **Record children making statements using a microphone and sound editing software then morph their voices by changing the pitch.**
  - **Create text cards on the interactive whiteboard for different sentences and the connectives *mais* and *et*. Children drag them into the correct position.**
  - **Children create a slideshow using presentation software including a famous person and a speech bubble coming from his or her mouth. Children can record and embed sound files of their phrases to improve their work further.**
### Throughout the week

Children read aloud their speech bubble to the class.

### Main follow-up activities

Carry out a survey of favourite foods of children in the school or in a partner school. Construct pictograms, bar and line graphs to represent this data.

### ICT follow-up activities

Children create an online cartoon in which characters say their names and give their opinions about different food items. The best examples can be published on the class blog.

### Learning outcomes

**Children:**
- create compound sentences using word and phrase cards

### Teaching tips

- Ensure that children work on sentence building activities in mixed-ability groups

### National Curriculum links

**Primary Framework for Literacy**

Strand 11  Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives.

**ICT**

2a  Develop and refine ideas by bringing together, organising and reorganising text tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3b  Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Resources

- Picture flashcards, real or plastic items of food and drink
- Smiling and sad face cards
- Word and phrase cards for example sentences
- Sets of word and phrase cards for jumbled sentences
- A3 sheets with a picture of a famous person or character and an empty speech bubble

### ICT resources

- Access to a class blog
- Digital audio editor/recorder
- Microphone
- Flipchart/notebook or multimedia presentation software
- Drag and drop function on the interactive whiteboard
- Comic strip creation software
<table>
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On va jouer Qui a parlé?

j’aime/je n’aime pas
je préfère
et/mais
Tu aimes…?

We’re going to play Who Spoke?

I like/I don't like
I prefer
and/but
Do you like…?

j’aime/je n’aime pas
je préfère
mais/et

Simple personal information from previous units, eg je m’appelle

I like/I don't like
I prefer
but/and

Simple personal information from previous units, eg my name is
**Framework objectives**

<table>
<thead>
<tr>
<th>Level</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>O5.3</td>
<td>Listen attentively and understand more complex phrases and sentences.</td>
</tr>
<tr>
<td>IU5.1</td>
<td>Look at further aspects of their everyday lives from the perspective of someone from another country.</td>
</tr>
</tbody>
</table>

**Support**

For the second activity, some children may prefer to work in pairs for this game with three or four cards between them.

**Extension**

Children listen to the French national anthem, *La Marseillaise*, and compare it with the English one.

**Prior knowledge**

It is helpful if children already know numbers 1 to 31, days of the week and months.

---

**Main activities**

- Revise the months of the year (see Unit 3, Session 2 for ideas).
- Play a game to remind children how to say the date. Prepare two identical sets of individual cards showing a number to 31, a day of the week and a month. Divide the class into two teams and give each team a set of cards to distribute among themselves. Call out a date, eg *mardi 2 novembre* (Tuesday 2 November). The teams rush to make a human sentence showing that date. The first team to show the correct cards in the right order wins a point.
- Discuss celebrations and the importance of food. Encourage children to share personal experiences of celebrations and special food that is eaten on these occasions.
- Display the date *le cinq novembre* (5 November) and ask children which celebration falls on this day. Discuss briefly how Bonfire Night is celebrated. Display the date *le quatorze juillet* (14 July) and ask if anyone in the class knows the significance of this date. Tell children about Bastille Day. Compare similarities and differences between these two festivals.
- In pairs children write down the dates for at least two other celebrations using a prompt sheet for the months. Volunteers read out their dates and the class guess the celebration.
- Display a calendar on the interactive whiteboard, showing the months of the year. Next to each month, show a picture of a known item of food but conceal it by using shapes or the pen tool. Say a phrase, eg *En février, j’ai mangé...* (In February, I ate…) but omit the name of the food and invite children to draw what they think you have eaten, on a mini-whiteboard. They should only draw items of food that they know how to say in French. They hold up their boards. Invite a number of children to say, in French, what their guesses are. Reveal the picture for the corresponding month on the board and complete the phrase, eg *En février, j’ai mangé un gâteau.*

---

**ICT opportunities**

- Using self-authoring software, create interactive exercises using images of the date in figures and the matching text in French. 
- Create a slideshow using presentation software displaying dates of national celebrations with accompanying images.

(levels of difficulty 1 = easier, 3 = more complex)
## Unit 13 Session 4
### Celebrations

**2 of 4**

### Schemes of work
French KS2

### Throughout the week

Play the date game and practise saying the date every day.

### Main follow-up activities

- Talk about other foods associated with celebrations. Compare a French Christmas meal with one the children might eat. Talk about *la galette des rois*, a celebration cake eaten at Epiphany in France. Compare food traditions at Easter.

### ICT follow-up activities

Create a one-stop animation of a plasticine person or creature eating different food items for each month. Children record a voiceover and add subtitles describing each action. They could also include sound effects and visual effects for the change of season if they wish. Once finished this can be published on the class blog.

### Learning outcomes

**Children:**
- talk about traditions that affect people’s lives and compare the similarities and differences
- use word cards or word lists to create phrases and sentences

### National Curriculum links

**History**
2c Identify and describe reasons for, and results of, historical events, situations and changes in the period studied.

**PSHE**
4b Think about the lives of people living in other places and times, and people with different values and customs.

**ICT**
2a Develop and refine ideas by bringing together, organising and reorganising text tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).
3a Share and exchange information in a variety of forms, including email (e.g. displays, posters, animations, musical compositions).
3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g. work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- Bastille Day commemorates the storming of the Bastille prison in Paris by French revolutionaries on 14 July 1789. It is a national holiday in France, symbolising the end of the monarchy and the beginning of the republic. It is celebrated with parades and firework displays.
- Ensure children's understanding of Bastille Day by showing photographs or video clips.
- Versions of *La Marseillaise* and information on the French revolution can be found on the internet.
- You may prefer to choose an alternative celebration if you are focusing on another French-speaking country.

### Resources

- Two identical sets of individual cards showing numbers up to 31, days of the week and months
- Photographs or video clips of Bastille Day celebrations
- Calendar grid on an interactive whiteboard with pictures of food and drink
- Individual whiteboards

**ICT resources**
- Self-authoring package for creating interactive activities
- Multimedia presentation software
- Digital video camera
- Digital audio editor/recorder
- Microphone
- Access to an internet search engine
- Access to a class blog
### Le langage de la prof

**Nous allons réviser**

**Les mois de l’année**

- janvier
- février
- mars
- avril
- mai
- juin
- juillet
- août
- septembre
- octobre
- novembre
- décembre

**Les jours de la semaine**

- lundi
- mardi
- mercredi
- jeudi
- vendredi
- samedi
- dimanche

**Le cinq novembre, c’est quelle fête?**

- What celebration is on 5 November?

---

### Teacher’s language

**We’re going to revise**

**The months of the year**

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

**The days of the week**

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

**numbers to 31**

---

### Le langage des enfants

**janvier**

**février**

**mars**

**avril**

**mai**

**juin**

**juillet**

**août**

**septembre**

**octobre**

**novembre**

**décembre**

**lundi**

**mardi**

**mercredi**

**jeudi**

**vendredi**

**samedi**

**dimanche**

**numbers to 31**

---

### Children’s language

**January**

**February**

**March**

**April**

**May**

**June**

**July**

**August**

**September**

**October**

**November**

**December**

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Saturday**

**Sunday**

**numbers to 31**

---

**Le cinq novembre, c’est quelle fête?**

- What celebration is on 5 November?

---

**Le cinq novembre, c’est...**

- 5 November is...
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En février, j’ai mangé un gâteau

In February, I ate a cake

En février, j’ai mangé un gâteau

In February, I ate a cake
### Framework objectives

- **O5.3** Listen attentively and understand more complex phrases and sentences.
- **L5.1** Re-read frequently a variety of short texts.
- **IU5.3** Compare symbols and objects or products which represent their own culture with those of another country.
- **KAL** Notice different text types and deal with authentic texts.
- **LLS** Use actions and rhymes to aid memorisation.

### Support

**In the first activity,** less confident children could give their answers using single words, e.g., *oui/non*, etc.

**For the fifth activity,** allow less confident children to work in pairs.

### Extension

Children research other recipes from the internet.

Children look up different flavours in a bilingual dictionary and produce a menu.

### Prior knowledge

It is useful if children already know the features of instructional texts.

### Main activities

- **Talk about crêpes (pancakes) with children and ask Qui aime les crêpes?** (Who likes pancakes?) Encourage them to reply with a sentence, e.g., *J’aime les crêpes* or *Je n’aime pas les crêpes*.

- **Introduce ingredients for a crêpe** with flashcards or real food items.

- **Display the recipe** (see end of unit). Ask children what type of text it is and how they know. Discuss features of instructional texts.

- **Read aloud the written instructions and ask children to mime the actions.**

- **Display, in random order, six sentences from the text in different colours.** Give children six multi-link cubes in corresponding colours. Read out the recipe. When children hear one of the displayed instructions, they take a cube in the corresponding colour and begin to build a tower.

- **Invite children to come to the front and underline verbs in the recipe.**

- **Phonic focus:** highlight and revise the pronunciation of the grapheme *eau* found in *beau, peau, chapeau*. (See Unit 7) Can children find another grapheme which has the same pronunciation? Elicit *au* (as in *chaud, mauvais*) in *sauter* and *chauffer*.

### ICT opportunities

**Create an online survey which can be shared with a partner school about whether children like or dislike crêpes. Work out the percentages of each.**

**Create a slideshow of each ingredient needed to make a crêpe.**

**Show a range of examples of different recipes in French, scanned on the interactive whiteboard.**

**Using a self-authoring package, create a reordering exercise where children have to put the instructions for the recipe into the correct order.**

**Using a flipchart or notebook on the interactive whiteboard, paste in the recipe and ask children to underline the verbs with the pen tool.**
### Throughout the week

Practise the instructions every day by saying one of them and asking the children to mime the actions.

### Main follow-up activities

- Children decide what their favourite savoury and sweet filling would be and look these up in a bilingual dictionary.
- Children produce a menu with different fillings for crêpes.

### ICT follow-up activities

- Children design their own menus using the models they have already seen.
- Add the new words to the au page in the electronic word bank.

### Learning outcomes

**Children:**
- understand the main points from spoken language that includes unfamiliar language
- identify key language in a non-fiction text

### National Curriculum links

**Primary Framework for Literacy**
- **Strand 7 Understanding and interpreting texts; Y4** Use knowledge of different organisational features of texts to find information effectively.

**ICT**
- 1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
- 2a Develop and refine ideas by bringing together, organising and reorganising text tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (eg, displays, posters, animations, musical compositions).

### Teaching tips

- Encourage children who find pronunciation of new words difficult, to watch carefully the shape of your mouth as you say them
- A simple recipe for making crêpes can be found at the end of this unit. Note that instructions are given in the polite/plural form

### Resources

- Ingredients or pictures to show how to make a simple recipe (there is a crêpe recipe in Session 6)
- Six sentences from the recipe printed in different colours
- Multi-link cubes in corresponding colours

**ICT resources**
- Access to an online survey tool
- Flipchart/notebook or multimedia presentation software
- Self-authoring package for creating interactive activities
### Unit 13
**Enjoy your meal**

**Session 5**
**Food for a celebration**

#### Le langage du prof
- Qui aime les crêpes?
- Faites/Fais un geste pour

#### Les ingrédients
- de la farine
- un œuf
- du lait
- du beurre
- de l’huile

#### Les instructions
- mettez
- faites
- ajoutez
- mélangez
- versez
- laissez cuire
- faites sauter
  (see recipe in Session 6 end of unit activities)

#### Soulignez/soulignes les verbes
- Underline the verbs

#### Teacher’s language
- Who likes pancakes?
- Do an action for

#### Ingredients
- some flour
- an egg
- some milk
- some butter
- some oil

#### Instructions
- put
- make
- add
- mix
- pour
- leave to cook
- flip

#### Le langage des enfants
- J’aime/Je n’aime pas les crêpes

#### Children’s language
- I like/I don’t like pancakes

#### Les ingrédients
- de la farine
- un œuf
- du lait
- du beurre
- de l’huile
### Framework objectives

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<td>Use a dictionary or word list.</td>
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**Support**

When they are writing their recipe, give children needing extra support a writing frame in which they change only the nouns. Provide word and picture cards as additional support.

**Extension**

Children produce an adaptable recipe with several filling options.

**Prior knowledge**

It is helpful if children already know the layout of a recipe.

### Main activities

- Display the recipe from the previous session and demonstrate how to make a crêpe. Invite some children to help. During the demonstration read aloud the instructions and the class repeat.
- Display steps from the recipe in the wrong order. Children rearrange them into the right order to make the crêpe.
- Ask children to suggest fillings for a crêpe, eg de la sauce caramel (toffee sauce), du chocolat (chocolate).
- Adapt the recipe in order to create a new crêpe with filling. As a class, create an additional instruction showing how the filling is added. Challenge the class to suggest unusual filling combinations using other food words they know, eg chocolat et fromage (chocolate and cheese).
- As a class, create a role play, incorporating the recipe, where the children take on the role of a TV chef making the pancake. Encourage them to include familiar language from previous units such as bonjour, je m'appelle, miam! miam! j'aime, je n'aime pas, j'adore, je déteste, c'est super! etc.
- In preparation for the end of unit activity, children work in pairs to write their own role play.

### ICT opportunities

*(levels of difficulty 1 = easier, 3 = more complex)*

- Video children making crêpes so they can review their techniques subsequently. 1
- Using self-authoring software, create an exercise using stills from the earlier demonstration and ask children to drag them into the correct order. 1
- Children write their recipes using word processing software and an online French/English dictionary for support. 1
### Throughout the week
Practise the instructions every day by saying one of them and asking the children to mime the action.

### Main follow-up activities
Children produce a magazine page with their recipe. They include pictures of the method as well as the finished crêpe as they make it during the end of unit activity.
Children practise their role plays in front of other pairs.

### ICT follow-up activities
Create a video tutorial where children present the ingredients for making a crêpe and then make one explaining what they are doing throughout in French. Post the results on the class blog.

### Learning outcomes
**Children:**
- understand the main points of spoken language that includes unfamiliar language
- read a non-fiction text
- choose words, phrases and sentences and write them into a gapped text
- use a bilingual dictionary or word list

### National Curriculum links
**Primary Framework for Literacy**
- **Strand 9 Creating and shaping texts; Y3** Write non-narrative texts using structures of different text types.

**Primary Framework for Mathematics**
- **Strand 6 Measuring; Y5** Read, choose, use and record standard metric units to estimate and measure length, weight and capacity.

**Design and technology**
- **2f Follow safe procedures for food safety and hygiene.**
- **5c Design and make assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.**

**ICT**
- **2a Develop and refine ideas by bringing together, organising and reorganising text tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).**
- **3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).**
- **3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).**

### Teaching tips
- For making the crêpe, it may be safer to have another adult in the room with you to help supervise the children.
- Have both the English and French versions of the recipe in front of you when making the crêpe.
- Measure the ingredients in front of the children to show them roughly how much they need when they come to make their own. Show children how to measure into a different container, so any over can go back.
- Keep some tissues or wipes to hand for any spills and for cleaning your hands afterwards.

### Resources
- Equipment and utensils for making a crêpe
- Writing frame for crêpe recipe
- Word and picture cards for support when writing the recipe
- Bilingual dictionaries

**ICT resources**
- Digital video camera
- Video editing software
- Self-authoring package for creating exercises
### Le langage du prof

**Les ingrédients**
- de la farine
- un œuf
- du lait
- du beurre
- de l’huile

**Les instructions**
- mettez
- faites
- ajoutez
- mélangez
- versez
- laissez cuire
- faites sauter

(see recipe at end of unit)

**Familier language from previous units:**
- bonjour
- je m’appelle
- miam! miam!
- j’aime/je n’aime pas
- j’adore
- je déteste
- c’est super!

### Teacher’s language

**Ingredients**
- some flour
- an egg
- some milk
- some butter
- some oil

**Instructions**
- put
- make
- add
- mix
- pour
- leave to cook
- flip

**Fillings**
- toffee sauce
- chocolate
- ready

### Le langage des enfants

**Les ingrédients**
- de la farine
- un œuf
- du lait
- du beurre
- de l’huile

**Les instructions**
- mettez
- faites
- ajoutez
- mélangez
- versez
- laissez cuire
- faites sauter

(see recipe at end of unit)

**Familiar language from previous units:**
- bonjour
- je m’appelle
- miam! miam!
- j’aime/je n’aime pas
- j’adore
- je déteste
- c’est super!

### Children’s language

**Ingredients**
- some flour
- an egg
- some milk
- some butter
- some oil

**Instructions**
- put
- make
- add
- mix
- pour
- leave to cook
- flip
### End of unit activities

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<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| • To apply the knowledge, skills and understanding from this unit | • Children work in pairs to make their crêpe. They video record each other to make a TV cookery programme and add the instructions as a commentary. Some children will be able to edit the video using suitable software.  
• Extension: children use ICT to produce their recipe as a magazine article with a photograph of the finished crêpe. If they take pictures of the ingredients and the method, they can put them into a word-processed document and print them out as a booklet.  
• Children create an oral or electronic presentation in pairs to show what they have eaten during the week. They could base this on their daily lunch diaries (see Extension, Session 1). Encourage children to express opinions about each other’s food choices, eg Miam, j’aime les pommes | • Use French for real purposes to give instructions for making a crêpe | • Follow-up: if the school has a partner school in a French-speaking country, exchange recipes by email and send them the video of the TV cookery programme |

### Une recette de crêpe

**Pour 4 personnes**

**Ingrédients**
100g de farine  
1 œuf  
300ml de lait  
un peu de beurre ou d’huile

**Méthode**
Mettez la farine dans un bol.  
Faites un puits au centre.  
Ajoutez l’œuf et 150ml du lait.  
Mélangez bien.  
Ajoutez le reste du lait.  
Mélangez encore la pâte.  
Mettez le beurre ou l’huile dans la poêle et faites chauffer.  
Versez une cuillère à soupe de pâte dans la poêle.  
Laissez cuire (la pâte).  
Faites sauter la crêpe et laissez cuire de l’autre côté.  
La crêpe est prête.  
Bon appétit!

### A pancake recipe

**For 4 people**

**Ingredients**
100g flour  
1 egg  
300ml milk  
a little butter or oil

**Instructions**
Put the flour in a bowl.  
Make a well in the centre.  
Add the egg and 150ml of milk.  
Mix well.  
Add the rest of the milk.  
Mix the batter again.  
Put the butter or oil in a frying pan and heat.  
Pour a tablespoon of batter into the frying pan.  
Allow the batter to cook.  
Flip the pancake and allow it to cook on the other side.  
The pancake is ready.  
Enjoy your meal!
Unit 14 I am the music man/Je suis le musicien

Overview
Session 1: I am the music man
Session 2: Expressing opinions
Session 3: Buying a CD
Session 4: Rhythmic patterns
Session 5: It’s a rap!
Session 6: Music contest
About this unit

In this unit children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song I Am the Music Man. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap for a performance and explain what musical instrument they are going to play.

Prior learning

It is helpful if children already know:

- *j’aime* and *je n’aime pas*
- *Tu aimes…?*
- compound sentences with connectives *et* and *mais*
- some adjectives to express simple opinions
- *Je voudrais*
- *-ique* as a common word ending
- *qu* as the phoneme *k*
- feminine agreement of adjectives

New language content

- Expressing and qualifying opinions about musical preferences
- Expressing future intentions about playing a musical instrument
- *jouer* + *du, de la* with a musical instrument
- Immediate future: *aller* + infinitive (*je vais jouer, je vais chanter*)

Where this unit fits in

This unit provides further opportunities for children to ask and answer questions about themselves. They draw on language learnt in Unit 13 to express personal opinions and preferences. They practise *j’aime* and *je n’aime pas*. Confidence in speaking should be improving by this stage, and children can enjoy using the language creatively within the context of a music contest.

End of unit activity

Children take part in a talent contest in groups, performing a rap and being interviewed. They share the judging and recording of the talent contest as well.

Expectations

At the end of this unit

Most children will:

- understand and use set phrases to talk about themselves and ask others simple personal information; say what musical styles they like and dislike; say which musical instrument they are going to play.

Some children will not have made so much progress and will:

- respond with *oui/non* or single words to questions about whether they like different musical styles.

Some children will have progressed further and will:

- give opinions about different musical styles; use the new structures to express opinions spontaneously and apply these to other contexts.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O5.1</th>
<th>O5.2</th>
<th>O5.3</th>
<th>O5.4</th>
<th>L5.1</th>
<th>L5.2</th>
<th>L5.3</th>
<th>IU5.1</th>
<th>IU5.2</th>
<th>IU5.3</th>
<th>KAL</th>
<th>LLS</th>
</tr>
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</table>
National Curriculum links

Primary Framework for Literacy

Strand 1 Speaking; Y5 Use and explore different question types and different ways words are used, including in formal and informal contexts.

Strand 2 Listening and responding; Y2 Listen to others in class, ask relevant questions and follow instructions.

Strand 3 Group discussion and interaction; Y5 Plan and manage a group task over time using different levels of planning.

Strand 9 Creating and shaping texts; Y4 Choose and combine words, images and other features for particular effects.

Music

3a Analyse and compare sounds

4a Listen with attention to detail, internalise and recall sounds with increasing aural memory.

ICT

1a Talk about what information they need and how they can find and use it (eg searching the internet or a CD-Rom, using printed material, asking people).

1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

Resources

- Recorded extracts of four musical styles
- Pictures of six famous French people with speech bubbles indicating their musical preferences
- CDs as props to model a role play
- Conversation strips
- A recorded extract of West African djembe music to which children can clap the beat
- Bilingual dictionaries
- Keyboard, CD or music software to play a rhythmic backing track
- Oui and Non voting cards for music contest judges

ICT resources

- Digital slideshow software
- Flipchart/notebook or multimedia presentation software
- Table and digital pictures on the interactive whiteboard
- Drag and drop function on the interactive whiteboard
- Digital pictures and speech bubbles on the interactive whiteboard

- Access to a class blog
- Microphone
- Digital audio editor/recorder
- Access to an internet search engine
- Self-authoring package for creating interactive activities
- Screen recording software
- Pen tool on the interactive whiteboard
- Access to an online dictionary
- Word processing software
- Interactive whiteboard voting software/hardware
- Digital camera
### Framework objectives

- **O5.2** Understand and express simple opinions.
- **O5.3** Listen attentively and understand more complex phrases and sentences.
- **KAL** Understand and use negatives.
- **LLS** Integrate new language into previously learnt language.

### Main activities

- Play children short extracts of four styles of music, e.g., jazz, reggae, pop and classical. After each one, teach children the name of the style, e.g., *la musique jazz*, *la musique reggae*, *la musique pop*, *la musique classique*. Play each piece again and children identify the style, e.g., *C’est de la musique pop* (It’s pop music). Alternatively, you may wish to substitute styles of music with current popular bands and vocalists.

- Ask the class *Qui aime la musique pop?* (Who likes pop music?) Count aloud the number of children. Repeat for the other styles of music. You may want to do this as a listening activity where children record their responses pictorially using smiling faces on individual worksheets.

- Ask individual children what music they like, e.g., *Tu aimes la musique pop?* (Do you like pop music?) Elicit replies with *j’aime* and *je n’aime pas*.

- **Support**
  Some children may benefit from a visual prompt connected to each type of music.
  In the third activity, allow some children to respond with single-word answers. Some may benefit from imagining a picture when they listen to the music and saying whether or not they like the picture.

- **Extension**
  For the fourth activity, children use other known opinion phrases such as *je préfère, je déteste*.

- **Prior knowledge**
  It is helpful if children already know different types of music.

### ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

- Present images of different musical genres in a slideshow with embedded sound clips for children to listen to.

- Create a bank of opinion phrases on the interactive whiteboard and drag and drop them into position to make example sentences using the connective *mais*.

- Create a table on the interactive whiteboard with a vertical column for musical instruments and horizontal row for *oui* or *non*. Type in the answers the children give.
### Throughout the week

Sing the song and encourage children to join in with the mimes and words for the instruments.

### Main follow-up activities

Children create pictures of the instruments for a class display. Some children could look up other instruments relevant to them in a dictionary. Listen to examples of music from French-speaking countries.

### ICT follow-up activities

Create an online poll where children can send in their replies and express an opinion. The results could be put in a spreadsheet and displayed on a class blog along with sentences identifying the percentage of children who liked a certain instrument.

### Learning outcomes

**Children:**
- express likes and dislikes
- use the known phrases *j’aime* and *je n’aime pas* in a new context

### National Curriculum links

**Music**
- 3a Analyse and compare sounds.

**ICT**
- 1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

### Teaching tips

- If your chosen musical extracts include vocals, ensure that these are in French.
- You can find the tune for *I Am the Music Man* on the internet.
- Grammar point: when talking about playing musical instruments, the construction is *jouer* + *du* (for masculine nouns) or *de la* (for feminine nouns).
- *Je suis le musicien*

- If your chosen musical extracts include vocals, ensure that these are in French.
- You can find the tune for *I Am the Music Man* on the internet.
- Grammar point: when talking about playing musical instruments, the construction is *jouer* + *du* (for masculine nouns) or *de la* (for feminine nouns).
- *Je suis le musicien*

### I am the Music Man

I am the music man and I come from Perpignan
And I know how to play, play the piano
violon
clarinet
drums

### Resources

- Recorded extracts of four musical styles

### ICT resources

- Digital slideshow software
- Flipchart/notebook or multimedia presentation software
- Table and digital pictures on the interactive whiteboard
- Drag and drop function on the interactive whiteboard
- Access to a class blog
### Unit 14 Overview

**Session 1**

**I am the music man**

<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>C'est quel style de musique?</em></td>
<td>What style of music is this?</td>
<td><em>C'est la musique (pop)</em></td>
<td>It’s (pop) music</td>
</tr>
<tr>
<td><em>la musique jazz</em></td>
<td>jazz music</td>
<td><em>l'aime la musique (pop)</em></td>
<td>I like (pop) music</td>
</tr>
<tr>
<td><em>la musique reggae</em></td>
<td>reggae music</td>
<td><em>Je n'aime pas la musique (pop)</em></td>
<td>I don’t like (pop) music</td>
</tr>
<tr>
<td><em>la musique pop</em></td>
<td>pop music</td>
<td><em>mais</em></td>
<td>but</td>
</tr>
<tr>
<td><em>la musique classique</em></td>
<td>classical music</td>
<td><em>J'aime la musique pop, mais je n'aime pas la musique classique</em></td>
<td>I like pop music, but I don’t like classical music</td>
</tr>
<tr>
<td><em>Qui aime la musique (pop)?</em></td>
<td>Who likes (pop) music?</td>
<td><em>Il y a...</em></td>
<td>There is/are...</td>
</tr>
<tr>
<td><em>Tu aimes la musique (pop)?</em></td>
<td>Do you like (pop) music?</td>
<td><em>un saxophone</em></td>
<td>a saxophone</td>
</tr>
<tr>
<td><em>mais</em></td>
<td>but</td>
<td><em>un piano</em></td>
<td>a piano</td>
</tr>
<tr>
<td><em>J'aime la musique pop, mais je n'aime pas la musique classique</em></td>
<td>I like pop music, but I don't like classical music</td>
<td><em>a violon</em></td>
<td>a violin</td>
</tr>
<tr>
<td><em>Il y a...?</em></td>
<td>Is/Are there...?</td>
<td><em>une guitare</em></td>
<td>a guitar</td>
</tr>
<tr>
<td><em>un saxophone</em></td>
<td>a saxophone</td>
<td><em>une clarinette</em></td>
<td>a clarinet</td>
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<tr>
<td><em>un piano</em></td>
<td>a piano</td>
<td><em>une batterie</em></td>
<td>drums (kit)</td>
</tr>
<tr>
<td><em>un violon</em></td>
<td>a violin</td>
<td><em>Nous allons chanter</em></td>
<td>We’re going to sing</td>
</tr>
<tr>
<td><em>une guitare</em></td>
<td>a guitar</td>
<td><em>Faites/Fais un geste pour</em></td>
<td>Do an action for</td>
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<tr>
<td><em>une clarinette</em></td>
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</tbody>
</table>

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**Unit 14 Session: 1 of 1**

**I am the music man**

**Schemes of work**

French KS2
### Framework objectives

<table>
<thead>
<tr>
<th>Framework objectives</th>
<th>Main activities</th>
<th>ICT opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>O5.2</td>
<td>Revise names for different styles of music. Display letters a to d on the board and give each the name of a style of music, eg 'a' = <em>la musique classique</em>. Children write down numbers 1 to 4 on a mini-whiteboard. Play extracts of different styles of music and ask children to write down the appropriate letter. When answers are checked, children give the letter name in French. Introduce the term <em>folklorique</em> and ask children <em>Tu aimes la musique folklorique?</em> (Do you like folk music?) Elicit the reply <em>Oui, j'aime la musique folklorique</em> and respond with <em>C'est super!</em> (It's super!) The class repeat the sentences <em>Oui, j'aime la musique folklorique. C'est super!</em> (If you used bands/vocalists in the last lesson then children's responses will need to relate to these.) Display and then model two alternatives to <em>c'est super!</em> such as <em>c'est cool! c'est chouette!</em> (it's great!) or <em>c'est génial!</em> (it's brilliant!) Practise the question and responses with the styles of music learnt in the previous session. Ask <em>Qui n'aime pas la musique folklorique?</em> (Who doesn't like folk music?) Elicit the reply <em>Je n'aime pas la musique folklorique</em> and respond with <em>C'est nul!</em> (It's rubbish!) The class repeat the sentences <em>Non, je n'aime pas la musique folklorique. C'est nul!</em> Display and then model two alternatives to <em>c'est nul!</em> such as <em>c'est affreux!</em> (it's awful!) and <em>c'est ennuyeux!</em> (it's boring!). Practise the question and responses with the styles of music learnt in the previous session. In pairs, children practise asking and answering the question <em>Tu aimes la musique jazz?</em> etc.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
</tr>
<tr>
<td>L5.3</td>
<td>Support Some children may need visual prompts to help reinforce the music styles. For giving simple opinions, some children may need a list to refer to with the opinions classified as positive or negative.</td>
<td>Create a slideshow on the interactive whiteboard and present images of folk music with embedded sound files. Use animation to introduce a piece of clipart denoting the response <em>c'est super.</em> Add further clipart and animations for <em>c'est chouette</em> and <em>c'est génial.</em></td>
</tr>
<tr>
<td>KAL</td>
<td>Extension Children listen to songs by French artists. Encourage them to comment on them in French. Reflect on the advantages and disadvantages of listening to songs in other languages. Children use other known adjectives to express simple opinions. Children use adjectives to express simple opinions on other topics, eg <em>Tu aimes le football? Oui, j'aime le football, c'est super!</em></td>
<td>Add clipart and animation for <em>c'est nul</em>, <em>c'est affreux</em> and <em>c'est ennuyeux.</em></td>
</tr>
<tr>
<td>LLS</td>
<td>Prior knowledge It is helpful if children already know <em>j'aime, je n'aime pas, tu aimes...?</em> and some adjectives to express simple opinions.</td>
<td>In pairs children replace the image of folk music with one for jazz and then practise asking and answering the question.</td>
</tr>
<tr>
<td><strong>Main activities (continued)</strong></td>
<td><strong>ICT opportunities (continued)</strong></td>
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<tr>
<td>Show a picture of a famous person or character with a speech bubble indicating their musical preference, eg <em>j'aime la musique pop mais je préfère la musique classique. C'est génial!</em> (I like pop music but I prefer classical music. It's brilliant!) Ask children what information they can elicit from the text and give them a minute to whisper to their talk partner before offering suggestions.</td>
<td><strong>(levels of difficulty 1 = easier, 3 = more complex)</strong> Use presentation software or a flipchart to introduce a famous person or character with a speech bubble and let children record a narration with a microphone where they give their responses.</td>
<td></td>
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<tr>
<td>Show a selection of six famous people or characters with speech bubbles as before. Read out one of the speech bubbles and ask children to identify which character is speaking.</td>
<td>Create a similar slide and embed sound files recorded by the teacher or a native speaker for each person or character.</td>
<td></td>
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</table>

**Throughout the week**

<table>
<thead>
<tr>
<th><strong>Main follow-up activities</strong></th>
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<tr>
<td>Children listen to and join in with the song <em>Je suis le musicien.</em></td>
<td>Pupils create a cartoon involving characters asking each other what music they like and giving a range of positive and negative responses. The best examples can be put on the class blog.</td>
</tr>
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**Main activities (continued)**

| **Show the words** *musique* and *folklorique* and remind the children about *qu* representing the phoneme *k*. Ask them if they can remember any other words with *qu* in them (eg *fantastique, magique, Belgique, qui, quinze, quarante* and *cinquante*). |

**ICT opportunities (continued)**

| **Use presentation software or a flipchart to introduce a famous person or character with a speech bubble and let children record a narration with a microphone where they give their responses.** |
| **Create a similar slide and embed sound files recorded by the teacher or a native speaker for each person or character.** |

**Throughout the week**

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### Learning outcomes

**Children:**
- use adjectives to express simple opinions
- identify a short spoken text by matching written phrases and sentences to what they hear

### National Curriculum links

**Primary Framework for Literacy**
- **Strand 2** Listening and responding; Y2 Listen to others in class, ask relevant questions and follow instructions.

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (e.g. displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g. work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- Use a grid on the interactive whiteboard to demonstrate the structure of the sentences used in this session. Children already know graphics for *j'aime, je n'aime pas* and *je préfère*. Introduce new graphics to represent new vocabulary: *nul, affreux, chouette* and *ennuyeux*.

### Resources

- Pictures of six famous French people with speech bubbles indicating their musical preferences

**ICT resources**
- Flipchart/notebook or multimedia presentation software
- Digital pictures and speech bubbles on the interactive whiteboard
- Drag and drop function on the interactive whiteboard
- Microphone
- Digital audio editor/recorder
- Access to a class blog
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<td>reggae music</td>
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<tr>
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<td>pop music</td>
<td>la musique pop</td>
<td>pop music</td>
</tr>
<tr>
<td>la musique pop</td>
<td>classical music</td>
<td>la musique classique</td>
<td>classical music</td>
</tr>
<tr>
<td>la musique classique</td>
<td>folk music</td>
<td>la musique folklorique</td>
<td>folk music</td>
</tr>
<tr>
<td>Tu aimes la musique folklorique?</td>
<td>Do you like folk music?</td>
<td>Oui, j’aime la musique folklorique</td>
<td>Yes, I like folk music</td>
</tr>
<tr>
<td>Qui n’aime pas la musique folklorique?</td>
<td>Who doesn’t like folk music?</td>
<td>Non, je n’aime pas la musique folklorique</td>
<td>No, I don’t like folk music</td>
</tr>
<tr>
<td>j’aime/je n’aime pas</td>
<td>I like/I don’t like</td>
<td>j’aime/je n’aime pas</td>
<td>I like/I don’t like</td>
</tr>
<tr>
<td>je préfère</td>
<td>I prefer</td>
<td>je préfère</td>
<td>I prefer</td>
</tr>
<tr>
<td>mais</td>
<td>but</td>
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<td>but</td>
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<td>J’aime la musique pop, mais je préfère la musique classique</td>
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</tr>
<tr>
<td>C’est…super, cool, chouette, génial!</td>
<td>It’s…super, cool, great, brilliant!</td>
<td>C’est…super, cool, chouette, génial!</td>
<td>It’s…super, cool, great, brilliant!</td>
</tr>
<tr>
<td>C’est…nul, affreux, ennuyeux!</td>
<td>It’s…rubbish, awful, boring!</td>
<td>C’est…nul, affreux, ennuyeux!</td>
<td>It’s…rubbish, awful, boring!</td>
</tr>
<tr>
<td>Qui parle?</td>
<td>Who is speaking?</td>
<td>Tu aimes la musique folklorique?</td>
<td>Do you like folk music?</td>
</tr>
</tbody>
</table>
## Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O5.1</td>
<td>Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.</td>
</tr>
<tr>
<td>L5.2</td>
<td>Make simple sentences and short texts.</td>
</tr>
<tr>
<td>IUS.3</td>
<td>Compare symbols, objects or products which represent their own culture with those of another country.</td>
</tr>
<tr>
<td>LLS</td>
<td>Integrate new language into previously learnt language.</td>
</tr>
</tbody>
</table>

## Main activities

### Framework objectives

- **O5.1** Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.
- **L5.2** Make simple sentences and short texts.
- **IUS.3** Compare symbols, objects or products which represent their own culture with those of another country.
- **LLS** Integrate new language into previously learnt language.

### Support

Some children may need to refer to a list of simple opinions.

### Extension

When practising the conversation in the fourth activity, children extend their response in their role play, e.g., *Non, je n'aime pas la musique jazz. Je préfère la musique pop.*

Children write a simple playscript for a role play.

### Prior knowledge

It is helpful if children already know *je voudrais* and feminine agreement of adjectives.

### ICT opportunities

*(levels of difficulty 1 = easier, 3 = more complex)*

Find a directory of radio stations from around the world on the web and play children extracts from different French speaking countries.

#### Main activities

Choose a particular style of music and, in English, compare some examples from England and a French-speaking country. In French, discuss the instruments heard and whether children like the music. Use this as an opportunity to revise agreement of feminine adjectives, e.g., *la musique... anglaise, française, africaine.*

Revise simple opinions learnt in the previous session by playing an extended version of *Morpion* (Noughts and Crosses). In the grid, display images representing musical styles or instruments with a cross or a tick next to each one, to indicate whether children should begin their sentence with *j'aime* or *je n'aime pas.*

In preparation for a role play on buying a CD, revise *je voudrais* and practise the pronunciation of *CD.* The class agrees on the type of music they would like to buy. Encourage individual children to respond to the following questions:

- **Teacher:** *Bonjour*
- **Child:** *Bonjour*
- **Teacher:** *Vous désirez?*
- **Child:** *Je voudrais un CD*
- **Teacher:** *Vous aimez la musique classique?*
- **Child:** *Non, je préfère la musique jazz*
- **Teacher:** *Voici un CD de musique jazz*
- **Child:** *Merci*

Invite two confident children to perform the role play in front of the class. Repeat the activity with different choices of music.
<table>
<thead>
<tr>
<th>Main activities (continued)</th>
<th>ICT opportunities (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children practise the role play with a partner. Select one or two pairs to demonstrate to the class.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
</tr>
<tr>
<td>Give pairs of children a written role play cut up into strips, with a line of dialogue on each strip. Children arrange the conversation strips to show a dialogue between two people and 'read' the conversation to each other, with one child reading the role of sales assistant and the other the role of customer.</td>
<td>Using audio editing software and a microphone, children record themselves practising the role play and listening back to the results to help them improve their pronunciation. Alternatively you could use a video camera and record the role play to review how body language also aids communication.</td>
</tr>
<tr>
<td>Throughout the week</td>
<td>Using a self-authoring package, create a reordering exercise so children can reconstruct the dialogue correctly.</td>
</tr>
<tr>
<td>Practise Vous désirez? and Je voudrais and revise key phonemes by playing the Moi! game from Units 8 and 12. Offer objects to the children, asking them Vous désirez un(e)…? They respond with Oui, je voudrais un(e)… if that object fits the sound they are collecting. The objects could have a musical theme such as piano, guitare, saxophone, clarinette and violon to revise the phonemes o, on, r and i.</td>
<td>Set up a CD or music shop area with pictures and posters where children can practise their role plays, varying these by playing different characters. Children research current pop stars in France or a French-speaking country and compare these with English ones. As well as the internet, digital content providers may have items on pop stars.</td>
</tr>
<tr>
<td>Main follow-up activities</td>
<td>ICT follow-up activities</td>
</tr>
<tr>
<td>Set up a CD or music shop area with pictures and posters where children can practise their role plays, varying these by playing different characters. Children research current pop stars in France or a French-speaking country and compare these with English ones. As well as the internet, digital content providers may have items on pop stars.</td>
<td>Using a French speaking online music store, children choose a CD they would like to buy. In pairs, they record themselves practising their role plays and podcast the best examples.</td>
</tr>
</tbody>
</table>
## Learning outcomes

**Children:**
- recognise how some aspects of music may be specific to a country or culture
- put a conversation into the correct sequence
- join in a short conversation

## National Curriculum links

**ICT**
- 1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

## Teaching tips

- After modelling the role play, highlight the use of the *vous* form of ‘you’. Explain that French speakers consider it polite to use *vous* when talking to people they don’t know, such as shop assistants.
- Explain to children that when they do a role play, it can sometimes be helpful to prompt their partner.

## Resources

- CDs as props to model a role play
- Conversation strips

**ICT resources**
- Microphone
- Digital audio editor/recorder
- Access to a class blog
- Access to an internet search engine
- Self-authoring package for creating interactive activities
### Le langage du prof

**C'est quel style de musique?**

- la musique jazz
- la musique reggae
- la musique pop
- la musique classique
- la musique folklorique

**la musique anglaise/française/africaine**

- il y a...?
- j'aime/je n'aime pas
- un/le saxophone
- un/le piano
- un/le violon
- une/la guitare
- une/la clarinette
- une/la batterie

**Vous désirez?**

- Je voudrais un CD
- Vous aimez...?
- Non, je préfère...
- Voici un CD de musique jazz
- Merci

### Teacher's language

**What style of music is this?**

- jazz music
- reggae music
- pop music
- classical music
- folk music

**English/French/African music**

- is/are there...?
- I like/I don't like
- a/the saxophone
- a/the piano
- a/the violin
- a/the guitar
- a/the clarinet
- drums (kit)

### Le langage des enfants

**What would you like?**

- Je voudrais un CD
- Vous aimez...?
- Non, je préfère...
- Voici un CD de musique jazz
- Merci

**Voici un CD de musique jazz**

**Merci**

**Je voudrais un CD**

**Vous aimez...?**

**Non, je préfère...**

**Here is a CD of jazz music**

**Thank you**

**Vous désirez?**

**What would you like?**

**I would like a CD**

**Do you like...?**

**No, I prefer...**

**Here is a CD of jazz music**

**Thank you**

**il y a...**

**I like/I don't like**

**a/the saxophone**

**a/the piano**

**a/the violin**

**a/the guitar**

**a/the clarinet**

**drums (kit)**

### Children's language

**jazz music**

**reggae music**

**pop music**

**classical music**

**folk music**

**il y a...**

**I like/I don't like**

**a/the saxophone**

**a/the piano**

**a/the violin**

**a/the guitar**

**a/the clarinet**

**drums (kit)**

**there is/are...**

**I like/I don't like**

**a/the saxophone**

**a/the piano**

**a/the violin**

**a/the guitar**

**a/the clarinet**

**drums (kit)**

**What would you like?**

**I would like a CD**

**Do you like...?**

**No, I prefer...**

**Here is a CD of jazz music**

**Thank you**
## Framework objectives

<table>
<thead>
<tr>
<th>Framework objectives</th>
<th>Main activities</th>
<th>ICT opportunities</th>
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<tbody>
<tr>
<td>KAL</td>
<td>Recognise patterns in simple sentences.</td>
<td>Children sing <em>Je suis le musicien</em> (see Session 1) and clap the beat as they sing.</td>
</tr>
<tr>
<td>KAL</td>
<td>Develop accuracy in pronunciation and intonation.</td>
<td>Select the names of instruments from the song and clap the syllables. Give children the names of one or two additional instruments which have one, two, three or even four syllables, and clap the syllables. Children select one instrument and create a chant with a body percussion accompaniment, eg <em>trompette</em> = clap-click. Children share their chants and put them together as a class. This performance could be enhanced by a conductor controlling the level of volume, eg crescendo (getting louder) and diminuendo (getting softer).</td>
</tr>
<tr>
<td>LLS</td>
<td>Use actions and rhymes to aid memorisation.</td>
<td>Play an extract of some West African djembe music and invite children to clap to the beat. Discuss differences in the beat between this and <em>Je suis le musicien</em>. Ask children to listen for and clap along with the cyclic pattern (repeated pattern) in the African music. <em>Ecoutez le rythme et frappez les mains.</em></td>
</tr>
<tr>
<td>LLS</td>
<td>Practice new language with a friend and outside the classroom.</td>
<td>Perform a cyclic pattern of three beats, eg clap, click, click (fingers) and encourage children to join in. Give them the signal to change the pattern by calling <em>Changé de temps</em> (Change the beat). Change the three-beat pattern to a five-beat pattern and then to an eight-beat pattern. Encourage children to copy each pattern as quickly as possible.</td>
</tr>
</tbody>
</table>

### Support
In the last activities, some children may need support in sustaining a cyclic pattern. Provide them with some ideas for words and phrases with different numbers of syllables. Encourage them to choose a simple phrase that they can repeat whilst performing their pattern.

### Extension
Children explore fitting other known words and phrases to different rhythm patterns.

### Prior knowledge
It is helpful if children already have some experience of cyclic patterns.
## Unit 14
I am the music man
*Je suis le musicien*

### Session 4
Rhythmic patterns
2 of 4

#### Main activities (continued)

Demonstrate putting words to the first pattern of three beats, eg *la mus-ique*. Repeat with the other two patterns of five beats and eight beats, eg *j’aime-la-mus-ique pop*, *je pré-fère-la-mus-ique-classique*. Number the syllables on the board, eg *j’aime = 1, la = 2, mus = 3, ique = 4, class = 5, ique = 6*. This will help children when they are building patterns of their own.

Ask children to discuss their strategies for memorising new language. Introduce the idea that rhythm can be an aid to memorisation.

Children work in pairs or small groups. They choose a number of beats and words or phrases from this unit to fit the beat pattern. Some children may benefit from having a selection of phrases on a prompt sheet to help them expand the range of phrases they practise. How many different phrases can they write which fit their chosen pattern? The group or pair selects one of their phrases to use and performs a cyclic pattern. Children add untuned percussion to enhance their performance.

#### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

With the pen tool on the interactive whiteboard, a child can write out the given phrases and number the syllables while the rest of the class chant and perform the different cyclic patterns. Using screen-recording software, this performance could be captured and played back for review.

Record the children's discussions with a microphone and sound editing software.

#### Throughout the week

**Children sing *Je suis le musicien* and make up more verses.**

Children record their rhythms. They play them back to discuss and evaluate. They can record directly onto the computer and play back immediately.

**Practise creating new phrases to fit with other cyclic patterns.**

**Main follow-up activities**

**ICT follow-up activities**

Edit all the audio recordings from the suggested activities, add a voiceover to explain what happened in each section and publish the results as a podcast.
# Unit 14
## I am the music man
### Session 4
#### Rhythmic patterns

### Learning outcomes

**Children:**
- Use rhythm as an aid to memorisation

### National Curriculum links

**Music**
- 4a Listen with attention to detail, internalise and recall sounds with increasing aural memory.
- 3a Analyse and compare sounds.

**ICT**
- 1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
- 3a Share and exchange information in a variety of forms, including email (e.g., displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips
- Note that most western music is built on a cyclic pattern of four, whereas some African and Asian music is built on cyclic patterns with a different number of beats.
- Children will need their cyclic pattern phrases for the next lesson.
- Ask your music coordinator for information about djembe and West African music.

### Resources
- A recorded extract of West African djembe music to which children can clap the beat.

**ICT resources**
- Microphone
- Digital audio editor/recorder
- Access to a class blog
- Screen recording software
- Pen tool on the interactive whiteboard
### Le langage du prof

<table>
<thead>
<tr>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/French/African music</td>
<td>la musique... anglaise, française, africaine</td>
<td>English/French/African music</td>
</tr>
<tr>
<td>Is/Are there...?</td>
<td>Il y a...?</td>
<td>Is/Are there...?</td>
</tr>
<tr>
<td>a saxophone</td>
<td>un saxophone</td>
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</tr>
<tr>
<td>a piano</td>
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<td>a piano</td>
</tr>
<tr>
<td>a violin</td>
<td>un violon</td>
<td>a violin</td>
</tr>
<tr>
<td>a guitar</td>
<td>une guitare</td>
<td>a guitar</td>
</tr>
<tr>
<td>a clarinet</td>
<td>une clarinette</td>
<td>a clarinet</td>
</tr>
<tr>
<td>drums (kit)</td>
<td>une batterie</td>
<td>drums (kit)</td>
</tr>
<tr>
<td>a trumpet</td>
<td>une trompette</td>
<td>a trumpet</td>
</tr>
<tr>
<td>a djembe</td>
<td>une harpe</td>
<td>a djembe</td>
</tr>
<tr>
<td>a harp</td>
<td>un violoncelle</td>
<td>a harp</td>
</tr>
<tr>
<td>a cello</td>
<td></td>
<td>a cello</td>
</tr>
</tbody>
</table>

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### Rhythmic patterns

- Ecoutez le rythme et frappez les mains
- Changez/Change de temps
- Montrez-moi le rythme numéro un
- Combien de temps comptez-vous?

- j’aime/je n’aime pas
- je préfère

### Le langage des enfants

- la musique... anglaise, française, africaine
- Il y a...?
- un saxophone
- un piano
- un violon
- une guitare
- une clarinette
drums (kit)
a trumpeta
da violina
- une batterie
- une trompette
- une harpe
- un violoncelle

### Children's language

- I like/I don't like
- I prefer

- jazz music
- reggae music
- pop music
classical music
folk music
<table>
<thead>
<tr>
<th>Framework objectives</th>
<th>Main activities</th>
<th>ICT opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>O5.1</strong> Prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts.</td>
<td>Tell children that at the end of this unit the class will be holding a music contest during which each group will have the opportunity to perform a song or rap. They will need to choose a name for their group and will be interviewed by the judges. Explain that in the interview with the judges, children will be asked what they are going to be playing. Introduce the structure <em>je vais jouer</em> + <em>instrument</em> by holding up a picture, or miming, and saying <em>e.g., je vais jouer de la guitare</em> (I’m going to play the guitar). Children listen and repeat. Continue with a number of different instruments. Introduce the phrase <em>je vais chanter</em> (I’m going to sing) and practise as a whole class.</td>
<td>Use presentation software to introduce the different musical instruments and the phrase <em>je vais chanter</em>.</td>
</tr>
<tr>
<td><strong>O5.4</strong> Prepare a short presentation on a familiar topic.</td>
<td><strong>Support</strong>&lt;br&gt;Some children will need extra support understanding the concepts of present and future.&lt;br&gt;Some children may need support creating their future sentence.&lt;br&gt;<strong>Extension</strong>&lt;br&gt;More confident students could use different persons of the immediate future, as outlined in the fifth activity.</td>
<td></td>
</tr>
<tr>
<td><strong>LLS</strong> Plan and prepare – analyse what needs to be done to carry out a task.</td>
<td><strong>Prior knowledge</strong>&lt;br&gt;It is helpful if children already understand the terms ‘present’ and ‘future’ as used in language</td>
<td></td>
</tr>
</tbody>
</table>

**ICT opportunities**<br>(levels of difficulty 1 = easier, 3 = more complex)
Invite children in their groups to offer suggestions for the interview questions, using known language. Organise their questions into a simple interview, like the example shown below, and ask each group to nominate a spokesperson who will answer most of the questions. Include in the interview the question *Qu’est-ce que tu vas faire?* (What are you going to do?) to elicit the response *je vais jouer* + instrument or *je vais chanter*. Explain that every child in the group will need to give an answer to this question.

Teacher: *Bonjour*
Child: *Bonjour*
Teacher: *Comment tu t’appelles?*
Child: *Je m’appelle…*
Teacher: *Et le groupe?*
Child: *Les…*
Teacher: *Tu aimes la musique pop?*
Child: *Oui, j’aime la musique pop. C’est super!*
Teacher: *Qu’est-ce que tu vas faire?*
Child: *Je vais jouer de la guitare*
Teacher: *Bonne chance, au revoir!*
Child: *Merci, au revoir!*

Divide the class into two groups. The first group takes on the role of the judges and the second group, the role of the performers. They practise asking and answering the questions and then swap roles.

Children record themselves with a microphone and sound editing software to improve fluency and pronunciation.
### Session 5

#### It's a rap!

3 of 5

<table>
<thead>
<tr>
<th>Throughout the week</th>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practise interviews as a class and in groups.</td>
<td>Children create posters advertising their groups and using language such as <em>c'est super!</em></td>
<td>Create a one-stop animation in which different characters say what instruments they are going to play and give their opinions about them.</td>
</tr>
</tbody>
</table>

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**Main activities (continued)**

Ask children to revise their phrases from the previous lesson. They can use percussion or a keyboard, CD or music software to play a rhythmic backing track. Explain that this will be the backing track for the group performances. Invite a group to model one or two of their phrases from the previous lesson to their chosen backing.

Each group creates its own song or rap, using a variety of words and phrases from this unit, including the immediate future, eg *La musique pop, c'est génial! Je vais chanter. Je vais jouer de la guitare.*
Learning outcomes

Children:
• join in a short conversation, asking and answering questions
• recall words, phrases and sentences to perform a rap

Teaching tips

• When working on activities in groups, ensure that groups are of mixed ability
• The concept of future in French can be expressed in a number of ways. In this section, the construction *aller* + infinitive is used to form the 'immediate future'. Only the first and second person singular forms (*je vais jouer*, *tu vas jouer*) are used but the table below shows all the forms for teachers wishing to extend their knowledge

<table>
<thead>
<tr>
<th></th>
<th>vais</th>
<th>jouer</th>
</tr>
</thead>
<tbody>
<tr>
<td>je</td>
<td>vais</td>
<td>jouer</td>
</tr>
<tr>
<td>tu</td>
<td>vas</td>
<td>jouer</td>
</tr>
<tr>
<td>il/elle/on</td>
<td>va</td>
<td>jouer</td>
</tr>
<tr>
<td>nous</td>
<td>allons</td>
<td>jouer</td>
</tr>
<tr>
<td>vous</td>
<td>allez</td>
<td>jouer</td>
</tr>
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<td>ils/elles</td>
<td>vont</td>
<td>jouer</td>
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</table>

• Grammar point: the immediate future (formed by using *aller* with an infinitive) is the term used in this scheme of work but it is also sometimes referred to as the ‘simple future’

• Grammar point: *jouer* + *du/de la* (with a musical instrument)

• Bear in mind that a backing track on a CD or keyboard drum-machine is more likely to limit the children's choice to 3, 4 or 8-beat patterns

National Curriculum links

**Primary Framework for Literacy**

**Strand 1** Speaking; Y5 Use and explore different question types and different ways words are used, including in formal and informal contexts.

**Strand 3** Group discussion and interaction; Y5 Plan and manage a group task over time using different levels of planning.

**Strand 9** Creating and shaping texts; Y4 Choose and combine words, images and other features for particular effects.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

**Resources**

• Keyboard, CD or music software to play a rhythmic backing track

**ICT resources**

• Multimedia presentation software
• Self-authoring package for creating interactive activities
• Microphone
• Digital audio editor/recorder
• Access to a class blog
<table>
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<td>the harp</td>
<td>le violoncelle</td>
<td>the violoncelle</td>
</tr>
<tr>
<td>je vais jouer du/de la...</td>
<td>I am going to play the...</td>
<td>je vais jouer du/de la...</td>
<td>I am going to play the...</td>
</tr>
<tr>
<td>je vais chanter</td>
<td>I am going to sing</td>
<td>je vais chanter</td>
<td>I am going to sing</td>
</tr>
<tr>
<td>Jasmin va jouer du/de la...</td>
<td>Jasmin is going to play the...</td>
<td>Jasmin va jouer du/de la...</td>
<td>Jasmin is going to play the...</td>
</tr>
<tr>
<td>futur ou présent?</td>
<td>future or present?</td>
<td>Qu’est-ce que tu vas faire?</td>
<td>What are you going to do?</td>
</tr>
<tr>
<td>Qu’est-ce que tu vas faire?</td>
<td>What are you going to do?</td>
<td>Comment tu t’appelles? Je m’appelle...</td>
<td>What’s your name? My name is...</td>
</tr>
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<tr>
<td>Tu aimes/Je n’aime pas</td>
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<tr>
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<tr>
<td>bonne chance</td>
<td>good luck</td>
<td>bonne chance</td>
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</tr>
<tr>
<td>Framework objectives</td>
<td>Main activities</td>
<td>ICT opportunities</td>
<td></td>
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<tr>
<td>OS.1 Prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts.</td>
<td>Lead a game of <em>Changez de temps</em> (Change the Beat) with body percussion, eg hand claps or finger clicks. Select a phrase from the unit, eg <em>J'aime-la-mus-iq</em>, which could be accompanied by a body percussion pattern of slap-clap-click-click. Repeat the pattern and encourage children to join in. When the majority of children are confident with the pattern, call out <em>Changez!</em> and change your pattern to a different one. How quickly can children change to copy the new pattern? Invite confident children to lead the game.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
<td></td>
</tr>
<tr>
<td>OS.4 Prepare a short presentation on a familiar topic.</td>
<td>As a class, practise the interview questions and responses from Session 5. Allow groups to work out their own replies and divide the parts between them. Ensure that less confident children are given appropriate responses to say.</td>
<td></td>
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<tr>
<td>KAL Manipulate language by changing a single element in a sentence.</td>
<td>Extension: children use a bilingual dictionary to look up the names of other instruments and produce a short glossary.</td>
<td></td>
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</tr>
</tbody>
</table>

**Support**

For the second activity, ensure less confident children are given appropriate responses to say.

**Extension**

Confident children could lead the first activity. Children could produce a short glossary of musical instruments using a bilingual dictionary.

**Prior knowledge**

It is helpful if children are already used to creating their own musical compositions and performing them in front of the class.

**Throughout the week**

Provide opportunities for children to practise their raps.

**Main follow-up activities**

Children write up their interview and take a photo of the group for a magazine article.

**ICT follow-up activities**

Podcast the songs and raps the children have been working on.

Add a class poll on the school blog and ask children to vote for their favourite rap or song.

Use voting software and hardware on the interactive whiteboard to vote on best performances.
Learning outcomes

Children:
• join in a short conversation, asking and answering questions
• perform a rap with confidence and clarity

Teaching tips

• Ensure that all children have something to say in the interview
• Children may wish to use real instruments to pose with for photos, or to pretend to play during their performance
• While children are practising their interviews, encourage the group to correct each other’s pronunciation and check with you if they are unsure

National Curriculum links

Primary Framework for Literacy
Strand 1 Speaking; Y5 Use and explore different question types and different ways words are used, including in formal and informal contexts.
Strand 3 Group discussion and interaction; Y5 Plan and manage a group task over time using different levels of planning.

ICT
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

Resources

• Oui and Non voting cards for music contest judges
• Bilingual dictionaries
• Keyboard, CD or music software to play a rhythmic backing track

ICT resources
• Access to an online dictionary
• Digital camera
• Microphone
• Digital audio editor/ recorder
• Access to a class blog
• Word processing software
• Interactive whiteboard voting software/hardware
### Le langage du prof

<table>
<thead>
<tr>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changez de temps!</td>
<td>le saxophone</td>
<td>the saxophone</td>
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<td>le saxophone</td>
<td>le piano</td>
<td>the piano</td>
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<td>le violon</td>
<td>la guitare</td>
<td>the guitar</td>
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<td>la clarinette</td>
<td>le clarinette</td>
<td>the clarinet</td>
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<td>la batterie</td>
<td>la batterie</td>
<td>the violin</td>
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<td>la trompette</td>
<td>la trompette</td>
<td>drums (kit)</td>
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<td>le djembe</td>
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<td>the trumpet</td>
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<td>la harpe</td>
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<td>the djembe</td>
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<td>la violoncelle</td>
<td>la violoncelle</td>
<td>the harp</td>
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<td>I am going to play the...</td>
<td>I am going to play the...</td>
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<td>Je vais chanter</td>
<td>Je vais chanter</td>
<td>I am going to sing</td>
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<td>Qu’est-ce que tu vas faire?</td>
<td>What are you going to do?</td>
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</tbody>
</table>
### End of unit activities

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| • To apply the knowledge, skills and understanding from this unit | • Each group nominates one child to be on the judging panel when their group is not performing. Give each judge a question to ask or response to initiate. Give less confident children an appropriate part to take  
• Stand in for the judges when it is their turn to perform  
• Each group nominates a photographer who records or photographs the performance of one group  
• Each group is interviewed first and then performs their rap  
• After each performance, the judges hold up *Oui* or *Non* voting cards. Record their responses and announce the winners at the end, if appropriate | • Join in a short conversation, asking and answering questions  
• Perform a rap with confidence and clarity | • Follow-up: throughout the week, children evaluate each group’s performance by stating two things that were good and suggesting one area for improvement  
• Follow-up: children use digital photographs or video clips of their performance to write an evaluation of their strengths and what they would like to improve. If the performances are recorded on video, you will also be able to identify any common errors of pronunciation or grammar and deal with them in a subsequent lesson |
Unit 15 On the way to school/En route pour l’école

Overview

Session 1: Alphabet
Session 2: Features of the locality
Session 3: Journey to school
Session 4: More journeys to school
Session 5: Saying that you don’t understand
Session 6: Preparing a short presentation
**Unit 15 Overview**

**On the way to school**

**Overview**  
1 of 2

**Schemes of work**  
French KS2

---

**About this unit**

In this unit children learn to say the alphabet in French and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. They learn some strategies for keeping a conversation going.

**Prior learning**

It is helpful if children already know:

- numbers up to 100
- l’école
- ways of travelling to school

**New language content**

- Describing a journey to school
- Simple directions
- Using repair strategies to keep a conversation going
- The alphabet
- Adverbial phrases of time
- Il y a

**Where this unit fits in**

Children have learnt about ways of getting to school in Unit 7, and in this unit they describe places that they pass on the way. They might exchange information about their local area with a French-speaking partner school. They consolidate number work covered in Unit 9 by counting in multiples of 10 up to 100. They learn the alphabet and begin to spell some simple words.

**End of unit activity**

Children make a presentation of their journey to school using images and audio which they present to the rest of the class. Children evaluate each other’s projects based on criteria they have previously identified as a class. These presentations could be shared with a partner school, either live via videoconferencing or by recording and sending them.

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**Expectations**

**At the end of this unit**

Most children will:

- understand numbers in multiples of 10 up to 100, count and use these out of sequence; understand and give simple directions to some places in the immediate locality; politely say that they don’t understand and ask for something to be repeated; take part in a brief prepared task.

Some children will not have made so much progress and will:

- understand and respond to simple questions with prompts and single-word answers; understand and say numbers when prompted; understand directions and copy single words with some support.

Some children will have progressed further and will:

- use numbers confidently; use short sentences when asking and answering questions; show understanding of a short text containing familiar and unfamiliar language; give information in written form.

**Links to the Key Stage 2 Framework for Languages**

<table>
<thead>
<tr>
<th>Session</th>
<th>O5.1</th>
<th>O5.2</th>
<th>O5.3</th>
<th>O5.4</th>
<th>L5.1</th>
<th>L5.2</th>
<th>L5.3</th>
<th>L5.4</th>
<th>IU5.1</th>
<th>IU5.2</th>
<th>IU5.3</th>
<th>KAL</th>
<th>LLS</th>
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**Links to the Key Stage 2 Framework for Languages**

At the end of this unit:

Most children will:

- understand numbers in multiples of 10 up to 100, count and use these out of sequence; understand and give simple directions to some places in the immediate locality; politely say that they don’t understand and ask for something to be repeated; take part in a brief prepared task.

Some children will not have made so much progress and will:

- understand and respond to simple questions with prompts and single-word answers; understand and say numbers when prompted; understand directions and copy single words with some support.

Some children will have progressed further and will:

- use numbers confidently; use short sentences when asking and answering questions; show understanding of a short text containing familiar and unfamiliar language; give information in written form.
### National Curriculum links

#### Primary Framework for Literacy

**Strand 4** Drama; Y3 Identify and discuss qualities of others' performances, including gesture, action and costume.

**Strand 9** Creating and shaping texts; Y3 Select and use a range of technical and descriptive vocabulary.

**Strand 11** Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives.

#### Primary Framework for Mathematics

**Strand 5** Understanding shape; Y4 Recognise horizontal and vertical lines; describe and identify the position of a square on a grid of squares.

#### Geography

2c Use atlases, globes, maps and plans at a range of scales (eg using contents, keys, grids).

#### PSHE

4b Think about the lives of people living in other places and times, and people with different values and customs.

#### ICT

1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (eg finding information from books or newspapers, creating a class database, classifying by characteristics or purpose, checking the spelling of names is consistent).

### Resources

- Alphabet song or rap
- Alphabet chart
- Alphabet slips for support
- List of words for support
- Mini-whiteboards and pens
- Photographs or map symbols representing places in the locality
- 6 x 6 and 10 x 10 grids
- Simple map of the locality showing a real or imagined journey to school
- Mini-flashcards of map symbols
- Word and text cards about a journey to school
- Cut-up phrases from a journey for Pass the Sentence Parcel
- Prompt sheets for less confident children (See Session 4)
- Text cards for extension phoneme activity (See Session 5)
- Bank of images for use in presentations
- Writing frame for less confident children (See Session 6)

### ICT resources

- Access to an internet search engine
- Access to a class blog
- Multimedia presentation software
- Digital audio editor/recorder
- Microphone
- Digital still and video camera
- Movie editing software
- Self-authoring package for creating interactive activities
- Beebot roamer
- Videoconferencing facilities
<table>
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<tr>
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<th>ICT opportunities</th>
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</thead>
<tbody>
<tr>
<td><strong>KAL</strong></td>
<td>Children listen to a recording of a French alphabet song or rap.</td>
<td></td>
</tr>
<tr>
<td><strong>LLS</strong></td>
<td>Divide the alphabet into manageable sections. Practise the alphabet, section by section, as a class. Allocate sections to different groups and repeat the alphabet song. Each group joins in with their section.</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Reinforce the alphabet by adapting some of the games used to teach numbers (see Unit 1).</td>
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<tr>
<td><strong>Extension</strong></td>
<td>Play Alphabet Ping-Pong, where you 'bat' the first letter to children and they 'bat' back the second, and so on.</td>
<td></td>
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<tr>
<td><strong>Prior knowledge</strong></td>
<td>Combine revision of numbers with the alphabet, by displaying an alphabet chart with each letter numbered in sequence, eg A = 1, B = 2. Ask children to say, for example, the letter that goes with number 15. (Numéro 15, c'est quelle lettre?) Provide some children with individual alphabet strips as extra support. Play the game in pairs, with children choosing to say either a letter or a number and their partner giving the corresponding answer.</td>
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<td></td>
<td>Give children a sequence of numbers that spell out a familiar word, eg 19-1-12-21-20 = salut.</td>
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<td></td>
<td>In pairs, children work out their own coded words. They call out the numbers for other children to crack the code.</td>
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<td></td>
<td>Revise numbers 10 to 100 by counting in multiples of 10. Play Montrez-moi (Show Me), where children write down on a mini-whiteboard the number that you call out.</td>
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</tbody>
</table>

(levels of difficulty 1 = easier, 3 = more complex)
### Throughout the week

Children practise the alphabet and numbers by making up more codes for others to crack.

### Main follow-up activities

Begin to create a class alphabet for display. Each child picks a different letter and chooses three familiar words to write alongside it. They add an illustration. This can be done with ICT.

### ICT follow-up activities

Using an internet search engine, ask children to find three photos for their chosen letter which they can then put together in a slideshow. They can also add a voiceover for each item and spell it out to practise their spelling and pronunciation. Once finished, the slideshow can be published on the class blog.

### Learning outcomes

**Children:**
- identify and pronounce accurately multiples of 10 up to 100
- identify and pronounce some of the letters of the alphabet

### National Curriculum links

**ICT**
1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (e.g. finding information from books or newspapers, creating a class database, classifying by characteristics or purpose, checking the spelling of names is consistent).

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g. work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- If you are unable to find a recording of an alphabet song or rap, set the alphabet to a well-known tune and sing it, e.g. a call-and-response chant where you sing sections of the alphabet and children repeat, in the style of an army chant. For example:
  - A, B, C, D, E, F, G (children repeat)
  - H, I, J, K, L, M, N (children repeat)
  - O, P, Q, R, S, T, U (children repeat)
  - V, W, X, Y, Z (children repeat)
- If using an interactive whiteboard, use a Hangman template as suggested in Unit 8.

### Resources

- Alphabet song or rap
- Alphabet chart
- Alphabet slips for support
- List of words for support
- Mini-whiteboards and pens

**ICT resources**

- Access to an internet search engine
- Access to a class blog
- Multimedia presentation software
- Digital audio editor/recorder
- Microphone
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<tr>
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<td>14 quatorze</td>
<td>15 quinze</td>
<td>15 fifteen</td>
</tr>
<tr>
<td>15 quinze</td>
<td>15 quinze</td>
<td>16 seize</td>
<td>16 sixteen</td>
</tr>
<tr>
<td>16 seize</td>
<td>16 seize</td>
<td>17 dix-sept</td>
<td>17 seventeen</td>
</tr>
<tr>
<td>17 dix-sept</td>
<td>17 dix-sept</td>
<td>18 dix-huit</td>
<td>18 eighteen</td>
</tr>
<tr>
<td>18 dix-huit</td>
<td>18 dix-huit</td>
<td>19 dix-neuf</td>
<td>19 nineteen</td>
</tr>
<tr>
<td>19 dix-neuf</td>
<td>19 dix-neuf</td>
<td>20 vingt</td>
<td>20 twenty</td>
</tr>
<tr>
<td>20 vingt</td>
<td>20 vingt</td>
<td>21 vingt-et-un</td>
<td>21 twenty-one</td>
</tr>
<tr>
<td>21 vingt-et-un</td>
<td>21 vingt-et-un</td>
<td>22 vingt-deux</td>
<td>22 twenty-two</td>
</tr>
<tr>
<td>22 vingt-deux</td>
<td>22 vingt-deux</td>
<td>23 vingt-trois</td>
<td>23 twenty-three</td>
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<td>23 vingt-trois</td>
<td>23 vingt-trois</td>
<td>24 vingt-quatre</td>
<td>24 twenty-four</td>
</tr>
<tr>
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<td>24 vingt-quatre</td>
<td>25 vingt-cinq</td>
<td>25 twenty-five</td>
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<td>25 vingt-cinq</td>
<td>25 vingt-cinq</td>
<td>26 vingt-six</td>
<td>26 twenty-six</td>
</tr>
<tr>
<td>26 vingt-six</td>
<td>26 vingt-six</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Le langage du prof</td>
<td>Teacher's language</td>
<td>Le langage des enfants</td>
<td>Children's language</td>
</tr>
<tr>
<td>-------------------</td>
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<td>------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Numéro ... c’est quelle lettre?</td>
<td>Number ... is which letter?</td>
<td>30 trente</td>
<td>30 thirty</td>
</tr>
<tr>
<td>Nous allons réviser les numéros 10-100</td>
<td>We’re going to revise numbers 10-100</td>
<td>40 quarante</td>
<td>40 forty</td>
</tr>
<tr>
<td>30 trente</td>
<td>40 quarante</td>
<td>50 cinquante</td>
<td>50 fifty</td>
</tr>
<tr>
<td>40 quarante</td>
<td>50 cinquante</td>
<td>60 soixante</td>
<td>60 sixty</td>
</tr>
<tr>
<td>50 cinquante</td>
<td>60 soixante</td>
<td>70 soixante-dix</td>
<td>70 seventy</td>
</tr>
<tr>
<td>60 soixante</td>
<td>70 soixante-dix</td>
<td>80 quatre-vingts</td>
<td>80 eighty</td>
</tr>
<tr>
<td>70 soixante-dix</td>
<td>80 quatre-vingts</td>
<td>90 quatre-vingt-dix</td>
<td>90 ninety</td>
</tr>
<tr>
<td>80 quatre-vingts</td>
<td>90 quatre-vingt-dix</td>
<td>100 cent</td>
<td>100 one hundred</td>
</tr>
<tr>
<td>90 quatre-vingt-dix</td>
<td>100 cent</td>
<td>100 one hundred</td>
<td></td>
</tr>
<tr>
<td>100 cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecrivez le bon numéro</td>
<td>Write the correct number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montrez-moi</td>
<td>Show me</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS.3</td>
<td>Listen attentively and understand more complex phrases and sentences.</td>
</tr>
<tr>
<td>KAL</td>
<td>Manipulate language by changing an element in a sentence.</td>
</tr>
<tr>
<td>KAL</td>
<td>Develop accuracy in pronunciation and intonation.</td>
</tr>
</tbody>
</table>

### Support

In the third activity, some children may benefit from a visual reminder that they should name the horizontal axis first. Others may need a prompt sheet showing the written words corresponding to the multiples of 10.

### Extension

Give children the opportunity to extend their reply, eg *Non, il y a une rivière dans la case B, 30.* If the grid has been made as an interactive whiteboard file, hide the cells with a mask and reveal them to verify whether children are right or wrong.

Play *La bataille navale* (Battleships) in pairs.

Children prepare their own grids with places in some of the squares. They then take it in turns to say a coordinate, eg *la case C, 20.* Their partner either replies *Non, désolé(e)* (No, I'm sorry), or eg *Oui, il y a une poste dans la case C, 20.*

Children use their own grids and make up some statements about them. They share these with a partner, who decides whether they are true or false.

### Prior knowledge

It is helpful if children already know how to apply coordinates to a grid.

### Main activities

Display a 6 x 6 grid. Label the squares on the horizontal axis with letters. Label those on the vertical axis with numbers. Write a selection of letters and multiples of 10 to 100 in the squares. Cover them with a piece of paper or, if using the interactive whiteboard, an auto shape. Ask children to give the coordinates of one of these squares using letters and numbers in French. (see 'Teaching tips')

Uncover the square and children identify the number or letter. Model this activity a couple of times and then allow children to play in pairs.

Use symbols or photographs to introduce children to a number of places in the locality, eg *un magasin, un café, un musée, une poste, une rivière, une gare* (a shop, a café, a museum, a post office, a river, a train station). Say the words and ask children to listen and repeat. Are there any words that children think will be easy to remember? Practise saying the new vocabulary using games such as *Sur mes lèvres* (Read my Lips).

### ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

- Display a 6 x 6 grid. Label the squares on the horizontal axis with letters. Label those on the vertical axis with numbers. Write a selection of letters and multiples of 10 to 100 in the squares. Cover them with a piece of paper or, if using the interactive whiteboard, an auto shape. Ask children to give the coordinates of one of these squares using letters and numbers in French. (see 'Teaching tips')

Uncover the square and children identify the number or letter. Model this activity a couple of times and then allow children to play in pairs.

- Use symbols or photographs to introduce children to a number of places in the locality, eg *un magasin, un café, un musée, une poste, une rivière, une gare* (a shop, a café, a museum, a post office, a river, a train station). Say the words and ask children to listen and repeat. Are there any words that children think will be easy to remember? Practise saying the new vocabulary using games such as *Sur mes lèvres* (Read my Lips).

- Display a 10 x 10 grid. Label the squares on the horizontal axis with letters and those on the vertical axis with numbers. In some of the squares, place flashcards or images of map symbols showing features of the locality. Uncover and name the symbols that are in squares suggested by children. They repeat the name and choose an appropriate action to help them remember.

- Ask children to close their eyes while you cover one of the squares. Children open their eyes and give the action to identify the picture that has been covered up.
## Main activities (continued)

| Use the grid again and give children a coordinate. They name the symbol and then individual children say a place and you say the coordinate. | (levels of difficulty 1 = easier, 3 = more complex) |
| Make some statements about the grid, e.g., *Il y a une poste dans la case B,30* (There is a post office in square B,30). Children reply with *vrai* if it is true and *faux* if it is false. Ask some children to lead this activity, then go on to do it in pairs. | 1 |
| Make a false statement about the grid. Children identify that the statement is false. Ask what could be changed in the statement to make it true. (Children may choose to change the place or the coordinate.) Ask individuals to repeat the statement but changing an element to make it true. Repeat the activity with different sentences. | 1 |

### Throughout the week

<table>
<thead>
<tr>
<th>Main activities</th>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the grid and practise the questions. Play <em>Le pendu</em> (Hangman) to practise newly learnt vocabulary, with children taking the teacher’s role.</td>
<td>Find a map of the locality using an internet street finder. Place the school on the map and save the screen onto an interactive whiteboard file. Get children to recall what places are to be found in different streets.</td>
<td>Take photos of the local area and add these to a customised online map. Take a screenshot and incorporate it into a sideshow. Add hyperlinks to each image which, when clicked, go to its large version. Include a back button to make returning to the map slide easy. Use the narration tool to record a voiceover description for each item. Publish the results to the class blog.</td>
</tr>
</tbody>
</table>
### Learning outcomes

**Children:**
- recognise if a statement is true or false
- pick out key words when listening
- identify and pronounce the names of some places in the locality

### National Curriculum links

**Primary Framework for Mathematics**
- **Strand 5  Understanding shape; Y4** Recognise horizontal and vertical lines; describe and identify the position of a square on a grid of squares.

**Geography**
- 2c Use atlases, globes, maps and plans at a range of scales (eg using contents, keys, grids).

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- Remember, when giving coordinates, that the letter/number on the horizontal axis is always given first
- The Battleships extension activity would work well during a videoconference with a partner school

### Resources

- Photographs or map symbols representing places in the locality
- 6 x 6 and 10 x 10 grids
- **ICT resources**
  - Access to an internet search engine
  - Access to a class blog
  - Multimedia presentation software
  - Digital audio editor/recorder
  - Microphone
  - Digital camera
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>un magasin</td>
<td>a shop</td>
<td>un magasin</td>
<td>a shop</td>
</tr>
<tr>
<td>un café</td>
<td>a café</td>
<td>un café</td>
<td>a café</td>
</tr>
<tr>
<td>un musée</td>
<td>a museum</td>
<td>un musée</td>
<td>a museum</td>
</tr>
<tr>
<td>un passage piéton</td>
<td>a pedestrian crossing</td>
<td>un passage piéton</td>
<td>a pedestrian crossing</td>
</tr>
<tr>
<td>une poste</td>
<td>a post office</td>
<td>une poste</td>
<td>a post office</td>
</tr>
<tr>
<td>une rivière</td>
<td>a river</td>
<td>une rivière</td>
<td>a river</td>
</tr>
<tr>
<td>une gare</td>
<td>a train station</td>
<td>une gare</td>
<td>a train station</td>
</tr>
<tr>
<td>une église</td>
<td>a church</td>
<td>une église</td>
<td>a church</td>
</tr>
<tr>
<td>Il y a... dans la case ..</td>
<td>There is a... in square...</td>
<td>Il y a... dans la case ..</td>
<td>There is a... in square...</td>
</tr>
<tr>
<td>Donnez-moi/Donne-moi les coordonnées de cette case</td>
<td>Give me the coordinates of this square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C'est vrai/faux?</td>
<td>Is it true/false?</td>
<td>vrai/faux</td>
<td>true/false</td>
</tr>
<tr>
<td>la case C,20</td>
<td>square C,20</td>
<td>la case C,20</td>
<td>square C,20</td>
</tr>
<tr>
<td>Il y a une poste/une rivière dans la case...</td>
<td>There is a post office/river in square...</td>
<td>Il y a une poste/une rivière dans la case...</td>
<td>There is a post office/river in square...</td>
</tr>
<tr>
<td>Non, désolé(e)</td>
<td>No, I'm sorry</td>
<td>Non, désolé(e)</td>
<td>No, I'm sorry</td>
</tr>
<tr>
<td>Oui, il y a une poste dans la case C,20</td>
<td>Yes, there is a post office in square C,20</td>
<td>Oui, il y a une poste dans la case C,20</td>
<td>Yes, there is a post office in square C,20</td>
</tr>
<tr>
<td>Le pendu</td>
<td>Hangman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La bataille navale</td>
<td>Battleships</td>
<td></td>
<td></td>
</tr>
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</table>
## Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O5.3</td>
<td>Listen attentively and understand more complex phrases and sentences.</td>
</tr>
<tr>
<td>L5.1</td>
<td>Re-read frequently a variety of short texts.</td>
</tr>
<tr>
<td>IU5.1</td>
<td>Look at further aspects of their everyday lives from the perspective of someone from another country.</td>
</tr>
<tr>
<td>KAL</td>
<td>Develop accuracy in pronunciation and intonation.</td>
</tr>
<tr>
<td>LLS</td>
<td>Look and listen for visual and aural clues.</td>
</tr>
</tbody>
</table>

### Support

Some children may need to refer to a sheet with the words and symbols.

### Extension

More confident children can read their sentences to the class in the fifth activity.

### Prior knowledge

It is helpful if children already know *l'école*, and ways of travelling to school (from Unit 7).

### Main activities

- **Revise and practise the names of the map symbols from the previous section.**
- **Display a simple map with appropriate symbols showing a real or imagined journey to school. Explain the map to the class and ask them to make the appropriate action when they hear the name of a place, eg *Quand je vais à l'école, je passe devant une église et des magasins. Cinq minutes plus tard je passe devant une gare. Je traverse une rivière et après ça je passe devant un café. Je traverse la rue au passage piéton. Finalement, j'arrive à l'école.* (When I go to school, I pass in front of a church and some shops. Five minutes later I pass in front of a station. I cross a river and, after that, I pass in front of a café. I cross the street at the pedestrian crossing. Finally, I arrive at school.)**
- **Give children a selection of mini-flashcards of map symbols included in the above description. Cover up the map and re-read the description of the journey. Children sequence their mini-flashcards. Discuss the new vocabulary, such as *au passage piéton.* Ask children how they worked out the meanings.**
- **Show children a short written sentence about a journey to school, eg *Quand je vais à l'école, je passe devant un café et un musée.* (When I go to school, I pass in front of a café and a museum). Invite children to come to the front and add appropriate symbols (either flashcards or interactive whiteboard images) to each part of the sentence. Chorus the sentence as a class. Repeat with new sentences.**
- **Give groups of children a selection of similar short sentences. In groups, they match appropriate mini-flashcards to each sentence in turn and read the sentence as a group.**

### ICT opportunities

(live of difficulty 1 = easier, 3 = more complex)

- **Using an online map, create a start and end point for a typical journey to school and let the tool plot the journey so the children can see each stage clearly.**
- **To make the task more authentic, use the French version of the mapping tool and read out the directions given for the different parts of the journey.**
- **Play the children an audio recording of the journey to school and ask them to drag into order the images or map symbols displayed on the interactive whiteboard. Repeat the sound file to check everything has been correctly positioned. This could also be achieved by using a self-authoring package.**
- **Using a microphone and sound editing software, record the children saying their sentences so they can review word order and to practise their pronunciation.**
### Main activities (continued)

Invite confident children to read one of their sentences to the class. Show children one of the sentences and ask them to chorus it. Show appropriate symbols, one of which does not match the corresponding part of the sentence. Ask children to identify the mistake and invite a volunteer to re-read the sentence, correcting the text to match the symbols. Repeat with new sentences.

### Throughout the week

Ask children to say one sentence about their journey to school.

### Main follow-up activities

Data could be collected on how children get to school. The data could be displayed in a bar chart, pie chart or pictogram and shared with a partner school.

### ICT follow-up activities

Ask the children to form sentences by standing next to each other, holding up word or picture cards and reading them out. Video them while they are doing this and publish the clips on the class blog.

### Learning outcomes

**Children:**
- pick out key words when listening to a short text
- read and understand a selection of sentences on a familiar topic
- use strategies to aid memorisation
- identify similarities and differences in journeys to school

### National Curriculum links

**Primary Framework for Literacy**

- **Strand 9 Creating and shaping texts; Y3** Select and use a range of technical and descriptive vocabulary.

**ICT**

- **2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).
- **3b** Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g. work for presentation to other pupils, writing for parents, publishing on the internet).
### Teaching tips
- Children can compare their journeys to school with those of their counterparts in a French-speaking partner school. Alternatively, they can look at photographs on the internet of children in different countries walking to school: www.iwalktoschool.org
- In English, children discuss their journeys to school. They should consider the following aspects of their journey and how these might be different from the experiences of children in another country:
  - How they travel
  - Who they travel with
  - Type and amount of traffic that they see
  - Who or what helps them on their journey (e.g., school patrol officer, zebra and pedestrian crossings)
  - What they carry with them

### Resources
- Photographs or map symbols representing places in the locality
- Simple map of the locality showing a real or imagined journey to school
- Mini-flashcards of map symbols

### ICT resources
- Access to an internet search engine
- Access to a class blog
- Multimedia presentation software
- Digital audio editor/recorder
- Microphone
- Digital video camera
- Movie editing software
### Le langage du prof

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>un magasin</td>
<td>a shop</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>une rivière</td>
<td>a river</td>
</tr>
<tr>
<td>une gare</td>
<td>a train station</td>
</tr>
<tr>
<td>une église</td>
<td>a church</td>
</tr>
</tbody>
</table>

### Teacher’s language

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment vas-tu à l’école?</td>
<td>How do you get to school?</td>
</tr>
</tbody>
</table>

### Le langage des enfants

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>un magasin</td>
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<td>un café</td>
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</table>

### Children’s language

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quand je vais à l’école, je passe devant...</td>
<td>When I go to school, I pass in front of...</td>
</tr>
</tbody>
</table>

### An example description of a journey to school:

Quand je vais à l’école, je passe devant une église et des magasins. Cinq minutes plus tard je passe devant une gare. Je traverse une rivière et après ça je passe devant un café. Je traverse la rue au passage piéton. Finalement, j’arrive à l’école

Can you read the sentence?

Pouvez-vous lire la phrase?
### Framework objectives

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<td>O5.3</td>
<td>Listen attentively and understand more complex phrases and sentences.</td>
</tr>
<tr>
<td>L5.2</td>
<td>Make simple sentences and short texts.</td>
</tr>
<tr>
<td>KAL</td>
<td>Apply knowledge of rules when building sentences.</td>
</tr>
<tr>
<td>KAL</td>
<td>Manipulate language by changing an element in a sentence.</td>
</tr>
</tbody>
</table>

### Main activities

- **Model the description of a journey to school again.** Give children word cards in random order to build a human sentence about this journey. Call out a sentence and children arrange themselves in the right order. The class read the sentence aloud.

- **Select one of the children to return to their place so that their text card is no longer visible.** The class re-read the sentence and fill in the missing word. Repeat the activity until all of the children are sitting down.

- **Discuss with children how useful they found the above activity for memorising language.** Ask them to suggest other ideas.

- **Play Pass the Sentence Parcel.** Cut up some phrases and sentences from a text describing a school journey and put them in a bag. Ensure that one of the sentences starts with the phrase *Quand je vais à l'école, je passe devant...* Children pass the bag around as you play some French music. When the music stops, the child holding the bag pulls out a phrase or sentence and comes to the front to stick it on the board. Children try to arrange the cards so that a meaningful text is eventually revealed. The class read the completed text aloud.

- **Children work in pairs with mini-flashcards of map symbols.** One child chooses two symbols and the other builds a sentence, e.g., *Quand je vais à l'école, je passe devant une gare et un café.* Repeat the last three activities from the previous session but this time, children write the sentence down and correct the written word. Ask confident children to read out their sentences to the class.

### Prior knowledge

It is helpful if children already know the words for the places in the locality.

### Support

In the fifth activity, less confident children can use one symbol to make their sentence. Some may benefit from having a copy of the first part of the sentence as a prompt.

### Extension

In the fifth activity, more confident children could include several symbols in their sentences, using simple connectives.

Children can then read the extended sentences to the class, who use them as models in the seventh activity.

### ICT opportunities

- **(levels of difficulty 1 = easier, 3 = more complex)**
  - **Using a self-authoring package,** create a re-ordering exercise where the children can work independently and at their own pace when arranging their word cards.
  - **On the interactive whiteboard,** present a complete sentence then drag an opaque shape over one of the words to hide it and ask the children to fill in the missing word. Repeat until all the words are hidden.
  - **Discuss with children how useful they found the above activity for memorising language.** Ask them to suggest other ideas.
  - **Play Pass the Sentence Parcel.** Cut up some phrases and sentences from a text describing a school journey and put them in a bag. Ensure that one of the sentences starts with the phrase *Quand je vais à l'école, je passe devant...* Children pass the bag around as you play some French music. When the music stops, the child holding the bag pulls out a phrase or sentence and comes to the front to stick it on the board. Children try to arrange the cards so that a meaningful text is eventually revealed. The class read the completed text aloud.
  - **Children work in pairs with mini-flashcards of map symbols.** One child chooses two symbols and the other builds a sentence, e.g., *Quand je vais à l'école, je passe devant une gare et un café.* Repeat the last three activities from the previous session but this time, children write the sentence down and correct the written word. Ask confident children to read out their sentences to the class.
  - **In groups,** using these sentences as models, children write a new sentence of their own on mini-whiteboards. Invite children to read their sentences aloud.

- **Repeat the last three activities from the previous session but this time, children write the sentence down and correct the written word.** Ask confident children to read out their sentences to the class.

- **Children work in pairs with mini-flashcards of map symbols.** One child chooses two symbols and the other builds a sentence, e.g., *Quand je vais à l'école, je passe devant une gare et un café.* Repeat the last three activities from the previous session but this time, children write the sentence down and correct the written word. Ask confident children to read out their sentences to the class.

- **In groups,** using these sentences as models, children write a new sentence of their own on mini-whiteboards. Invite children to read their sentences aloud.

- **Using a microphone and sound editing software,** record the children's dialogues and publish them on the class blog. Include their views on how the activities help them to memorise new language.
### Unit 15 Overview

#### Session 4

**On the way to school**

**More journeys to school**

2 of 3

<table>
<thead>
<tr>
<th>Throughout the week</th>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children practise saying their journey sentences, adding more symbols.</td>
<td>Children draw a map of their journey to school and annotate the main features in French.</td>
<td>Using a street plan of the local area, the children make a stop frame animation of a plasticine or plastic character going to school, with a voiceover in French describing each stage of the journey. Publish the final film on the school blog.</td>
</tr>
</tbody>
</table>

#### Learning outcomes

**Children:**
- create oral sentences using picture prompts
- understand language that includes unfamiliar phrases
- write words, phrases and sentences using a model

#### National Curriculum links

**Primary Framework for Literacy**
- **Strand 11** Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives.

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

#### Teaching tips

- Ensure that a range of places is included in the sentences, so that children have a model for the sentence correction activity

#### Resources

- Word and text cards about a journey to school
- Cut-up phrases from a journey for Pass the Sentence Parcel
- Mini flashcards of map symbols
- Prompt sheets for less confident children with the first part of the sentence
- Mini-whiteboards and pens

**ICT resources**
- Digital video camera
- Access to a class blog
- Digital audio editor/recorder
- Microphone
- Self-authoring package for creating interactive activities
### Le langage du prof
un magasin
un café
un musée
un passage piéton
une poste
une rivière
une gare
une église

### Teacher's language
- a shop
- a café
- a museum
- a pedestrian crossing
- a post office
- a river
- a train station
- a church

### Le langage des enfants
un magasin
un café
un musée
un passage piéton
une poste
une rivière
une gare
une église

### Children's language
- a shop
- a café
- a museum
- a pedestrian crossing
- a post office
- a river
- a train station
- a church

### Comment vas-tu à l'école?
Quand je vais à l'école...
je passe devant...
cinq minutes plus tard
finalement
puis
ensuite
je traverse
après ça

### Teacher's language
- How do you get to school?
- When I go to school...
- I pass in front of...
- five minutes later
- finally
- then
- next
- I cross
- after that

### Children's language
- When I go to school...
- I pass in front of...
- five minutes later
- finally
- then
- next
- I cross
- after that

### Pouvez-vous/peux-tu...
...faire une phrase?
...choisir une phrase?
...lire le texte?
...écrire le mot?

### Teacher's language
- Can you...
- ...make a sentence?
- ...choose a sentence?
- ...read the text?
- ...write the word?
### Framework objectives

<table>
<thead>
<tr>
<th>OS.3</th>
<th>Listen attentively and understand more complex phrases and sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUS.1</td>
<td>Look at further aspects of their everyday lives from the perspective of someone from another country.</td>
</tr>
<tr>
<td>LLS</td>
<td>Ask for repetition and clarification.</td>
</tr>
</tbody>
</table>

**Support**

For the fourth activity, less confident children may need a model to refer to and adapt.

**Extension**

For the fourth activity, more confident children can include time connectives such as *puis* (then), *ensuite* (next) or *finalement* (finally).

More confident children could read their descriptions to the class.

Children create role plays in which they ask questions of each other and provide information about themselves in reply. The role plays include asking for something to be repeated and saying that they don't understand.

**Prior knowledge**

It is helpful if children already know simple directions.

### Main activities

**Use a simple map of the immediate locality to describe a journey to school and this time include directions, eg *je tourne à droite et je passe devant les magasins. Je continue tout droit et je traverse la rue au passage piéton.* (I turn right and pass in front of the shops. I continue straight ahead and cross the street at the pedestrian crossing.) Ask children what they think the new words mean.**

**Practise à droite (to/on the right), tout droit (straight ahead) and introduce à gauche (to/on the left) by inviting children to respond to instructions such as *Tournez à droite*. Ask them if they can spot the difference between the sound of the verb in the description of the journey (eg *je tourne*) and in this activity (eg *tournez*).**

**Repeat the previous activity, with children playing the part of the teacher.**

**Display words and phrases to help children build and write simple descriptions of their journey to school. Model this, with suggestions from children.**

**Extension: children use their knowledge of phoneme–grapheme correspondence to synthesise regular words. Play games such as Human Phonemes (see Unit 11) or Missing Phonemes, eg *dr_t* (droit), *g_che* (gauche), *c_tine* (continue) and *piêt_e* (piéton). Say each word and ask children to supply the missing letters and letter strings.**

They could use text cards for support.

**Invite a confident child to give a description in French of their journey to school. Then ask them to say it again in English.**

### ICT opportunities

**Using a French language version of a street finder tool, plot a journey from two points and ask the children to read the descriptions given of each stage as a comprehension activity.**

http://maps.google.fr

**Create a word bank on the interactive whiteboard and ask the children to drag items in the correct order to form simple descriptions of their journeys. Add connectives as an extension activity.**

**On the interactive whiteboard, make the phonemes ‘disappear’ from words by changing the font colour so it is the same as the background colour.**

**Video the hand of a child pushing an inanimate object such as a plastic car around a simple town plan while they describe their journey. Publish the clip on the class blog.**
### Main activities (continued)

Children discuss the clarity of both descriptions. Elicit from them the importance of clarity when giving information. Draw attention to the fact that, although the French description was very simple, meaning was still conveyed. The class consider the communication skills they would need to describe their journey to school to a non-native speaker of English, e.g., slow and careful speech, use of intonation and gesture. Invite a volunteer to model how they would describe their journey to school to a non-native English speaker. Children role play this situation in pairs.

Invite one or two pairs to demonstrate their role play. Ask children what they can do if they don't understand what someone is saying, e.g., ask them to speak more slowly. Teach them *je ne comprends pas* (I don't understand), *Répétez, s'il vous plaît* (Repeat, please).

<table>
<thead>
<tr>
<th>(levels of difficulty 1 = easier, 3 = more complex)</th>
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<tbody>
<tr>
<td>Using a microphone and sound editing software, record the children discussing their descriptions and the importance of communication skills for conveying meaning.</td>
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<tr>
<td>Record the role plays and publish them on the school blog. Invite comments from native and non-native speakers about the issue of making yourself understood using simple language.</td>
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### Throughout the week

Children practise giving each other directions around the classroom or by moving a counter on a simple map.

Children continue working on their descriptions of their journeys to school and have opportunities to read them aloud to the class.

<table>
<thead>
<tr>
<th>Main follow-up activities</th>
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<tbody>
<tr>
<td>Children write descriptions of their journey to school. Some may benefit from having individual word and phrase cards to build a text that they can then copy. Others may benefit from having a cloze text (a text with gaps to be filled in), where they fill in places in the locality and directions.</td>
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<tr>
<td>Children imagine what a child feels like whose first language is not English and who comes to stay with a family or arrives for their first day in school. In pairs, children role play the situation and discuss ways of supporting the new arrival.</td>
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</table>

<table>
<thead>
<tr>
<th>ICT follow-up activities</th>
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</thead>
<tbody>
<tr>
<td>Children produce a multimedia presentation describing their journey to school including a written description of each stage, digital photos of significant landmarks along the way and a voiceover.</td>
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<tr>
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<tr>
<td>Using a microphone and sound editing software, children interview a non-native speaker at their school or from the local area on their experiences of learning how to communicate in a second language.</td>
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<tr>
<td>Publish the presentations and interviews on the class blog.</td>
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</tbody>
</table>
### Learning outcomes

**Children:**
- understand the importance of good communication skills and apply this in a role play situation
- know how to ask for repetition and clarification

### National Curriculum links

**Primary Framework for Literacy**

**Strand 9** Creating and shaping texts; Y3 Select and use a range of technical and descriptive vocabulary.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- If the story of Sleeping Beauty was used in Unit 9, remind children of the imperatives that they learnt then
- Another version of the second activity could be played, by setting out PE mats in a hall space and leaving 'pathways' between them. Children take turns to be a 'robot', with the rest of the class giving directions to help the 'robot' navigate its way from one end to the other
- Use the interactive whiteboard to model these sophisticated compound sentences. If children can see a screen with a map showing the relevant features, they can plot their journey with a whiteboard pen and record their voices. The sequence could be saved and played back for evaluation and used as evidence of achievement
- The reason for asking children to talk about their school journey in English as well as in French is so that they notice the incidental language that native or proficient speakers include

### Resources

- Simple map of the locality showing a real or imagined journey to school
- Text cards for extension phoneme activity

**ICT resources**

- Digital video camera
- Access to a class blog
- Digital audio editor/recorder
- Microphone
- Multimedia presentation software
- Access to an internet search engine
### Le langage du prof

- un magasin
- un café
- un musée
- un passage piéton
- une poste
- une rivière
- une gare
- une église

### Teacher's language

- a shop
- a café
- a museum
- a pedestrian crossing
- a post office
- a river
- a train station
- a church

### Le langage des enfants

- un magasin
- un café
- un musée
- un passage piéton
- une poste
- une rivière
- une gare
- une église

### Children's language

- a shop
- a café
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- a church

### Comment vas-tu à l'école?

#### Quand je vais à l'école...
- je passe devant...
- cinq minutes plus tard
- finalement
- puis
- ensuite
- je traverse
- après ça

#### Je tournez
- à droite
- à gauche
- tout droit

#### Je ne comprends pas

- I don't understand
- Répétez, s'il vous plaît

### How do you get to school?

#### When I go to school...
- I pass in front of...
- five minutes later
- finally
- then
- next
- I cross
- after that

#### I turn
- (to/on the) right
- (to/on the) left
- straight ahead

#### I don't understand
- Repeat, please
# Unit 15: On the way to school (En route pour l’école)

## Session 6: Preparing a short presentation (1 of 4)

### Framework objectives

| O5.4 | Prepare a short presentation on a familiar topic. |
| L5.3 | Write words, phrases and short sentences using a reference. |

### Support

- **When preparing their presentation, some children will benefit from adult support and a prepared bank of appropriate images from which to choose.**
- **Less confident children may also need a writing frame.**

### Extension

- **When preparing their presentation, more confident children could include a range of connectives, including time connectives.**

### Prior knowledge

It is helpful if children already know modes of transport for travelling to school.

### Throughout the week

- Children finish their presentations.

### Main activities

- Revise modes of transport by singing *je vais à l’école en bus* to the tune of Old MacDonald (see Unit 7, Session 1).
- Revise the question *Comment vas-tu à l’école?* and the answer *je vais à l’école en bus*, etc (see Unit 7). Explain to children that they can use *je vais* to add sentences to their text about their journey to school.
- Children create a presentation about a journey to school, indicating what time they leave (with a time on the hour) and showing some key points of interest. They create an audio file to narrate their journey and match the audio narration with appropriate images from the internet or digital photos.
- The class agree on a set of criteria on which their presentations will be evaluated, eg clarity of narration, appropriateness of images, how easy the description is to follow, etc.

### ICT opportunities

- (levels of difficulty 1 = easier, 3 = more complex)
- Create an online survey on how the children get to school. Share this with your partner school and collate the results as a histogram. Use this information to extend the children’s description of their journeys to school.
- Children create a presentation about a journey to school, indicating what time they leave (with a time on the hour) and showing some key points of interest. They create an audio file to narrate their journey and match the audio narration with appropriate images from the internet or digital photos.
- Using presentation software, children create a cartoon of a typical journey to school made up of scanned hand-drawn pictures. They add a voiceover for each slide and publish the finished file on the class blog.
- The class agree on a set of criteria on which their presentations will be evaluated, eg clarity of narration, appropriateness of images, how easy the description is to follow, etc.

### Main follow-up activities

- Children can create a display with a large map of the local area and their journeys to school, and the descriptions they have written. They can include photos of the local places that they pass.

### ICT follow-up activities

- Organise a videoconference with a partner school where children describe their different journeys to school. Compare and contrast the results.
### Learning outcomes

**Children:**
- Combine their language and communication skills to create a short presentation of their journey to school

### Teaching tips

- If supervised by a responsible adult, a group of children could video a short journey to school from a nearby location and edit the video using simple editing software.

### National Curriculum links

**Primary Framework for Literacy**

**Strand 4** Drama; Y3 Identify and discuss qualities of others' performances, including gesture, action and costume.

**Strand 11** Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).

### Resources

**Resources**

- Bank of images for use in presentations
- Writing frame for less confident children

**ICT resources**

- Digital video camera
- Access to a class blog
- Digital audio editor/recorder
- Microphone
- Videoconferencing facilities
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment vas-tu à l’école?</td>
<td>How do you get to school?</td>
<td>Je vais à l’école...</td>
<td>I go to school...</td>
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<tr>
<td>Je vais à l’école...</td>
<td>I go to school...</td>
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<td>a train station</td>
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<td>a train station</td>
<td>une église</td>
<td>a church</td>
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<tr>
<td>une église</td>
<td>a church</td>
<td>Quand je vais à l’école...</td>
<td>When I go to school...</td>
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<td>je passe devant...</td>
<td>I pass in front of...</td>
<td>je passe devant...</td>
<td>I pass in front of...</td>
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<td>cinq minutes plus tard</td>
<td>five minutes later</td>
<td>cinq minutes plus tard</td>
<td>five minutes later</td>
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<td>finalement</td>
<td>finally</td>
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<td>puis</td>
<td>then</td>
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<td>ensuite</td>
<td>next</td>
<td>ensuite</td>
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<td>je traverse</td>
<td>I cross</td>
<td>je traverse</td>
<td>I cross</td>
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<td>après ça</td>
<td>after that</td>
<td>après ça</td>
<td>after that</td>
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<td>tournez</td>
<td>turn</td>
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<td>à droite</td>
<td>(to/on the) right</td>
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<td>à gauche</td>
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<td>tout droit</td>
<td>straight ahead</td>
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<tr>
<td>Je tourne à droite et je passe devant les magasins. Je continue tout droit et je traverse la rue au passage piéton</td>
<td>I turn right and pass in front of the shops. I continue straight ahead and cross the street at the pedestrian crossing</td>
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</tr>
</tbody>
</table>
## End of unit activities

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| • To apply the knowledge, skills and understanding from this unit | • Children make their presentations to the class  
• The class listens to and evaluates each other’s work according to the agreed criteria | • Make a short presentation of their journey to school  
• Constructively evaluate other children’s work and appreciate feedback | • Follow-up: children share their presentations with the rest of the school and their French-speaking partner school, if appropriate  
• If children in the partner school send video clips of their journeys to school, the English children will be able to experience the challenge of listening and responding to French spoken by native speakers |
Unit 16 Beach scene/Scène de plage

Overview
Session 1: Beach scene
Session 2: Bringing a picture to life
Session 3: Writing a description
Session 4: Comparing beaches
Session 5: Class poem
Session 6: Individual poems
About this unit

In this unit children use both new and familiar language to describe a painting. The painting used here is *Scène de plage* by Degas, but you can substitute an alternative. Children use their knowledge to write and perform their own poetry inspired by the painting.

Prior learning

It is helpful if children already know:

- some colours
- agreement and position of feminine adjectives
- *aller* + infinitive (immediate future)
- *qui*
- instructions used in simple recipes
- simple sentences with subject, verb, adjective

New language content

- Giving a simple description of a scene or place
- Using adjectives to add interest and detail to a description
- Writing instructions
- Regular *-er* verbs: present tense, third person singular
  - *dormir* (irregular): *il/elle dort*
- Imperatives: *tu* form of some regular and irregular verbs
- *c'est, ce n'est pas* + noun
- Phonic focus: revision of *au/eau; il* and *ille*

Where this unit fits in

In this unit children have the opportunity to revise colours in addition to the agreement and position of adjectives (first met in Unit 4).

End of unit activity

Children create poems based on Degas’ picture *Scène de plage*. These can be displayed or shared with a partner school via the internet.

Expectations

At the end of this unit

Most children will: listen to a story or poem and identify key words and phrases from the unit; create a short poem alone or with a partner and read this aloud, with reasonable pronunciation.

Some children will not have made so much progress and will: need to refer to visual clues when listening to a story or poem; copy using words or short phrases.

Some children will have progressed further and will: write a poem and read it aloud with accurate pronunciation; research new vocabulary using a bilingual dictionary.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O5.1</th>
<th>O5.2</th>
<th>O5.3</th>
<th>O5.4</th>
<th>L5.1</th>
<th>L5.2</th>
<th>L5.3</th>
<th>L5.4</th>
<th>IU5.1</th>
<th>IU5.2</th>
<th>IU5.3</th>
<th>KAL</th>
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</tr>
</tbody>
</table>
National Curriculum links

Primary Framework for Literacy

Strand 4 Drama; Y3 Use some drama strategies to explore stories or issues.

Strand 6 Word structure and spelling; Y5 Group and classify words according to their spelling patterns and their meanings.

Strand 7 Understanding and interpreting texts; Y5 Compare different types of narrative and information texts and identify how they are structured.

Strand 9 Creating and shaping texts; Y3 Select and use a range of technical and descriptive vocabulary; Y5 Reflect independently and critically on their own writing and edit and improve it.

Strand 11 Sentence structure and punctuation; Y3 Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.

Strand 12 Presentation; Y5 Adapt handwriting for specific purposes (e.g., printing, use of italics); use a range of ICT programs to present text, making informed choices about which electronic tools to use for different purposes.

Geography

3f Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world.

Art and design

5d Investigating art, craft and design in the locality and in a variety of genres, styles and traditions (e.g., in original and reproduction form, during visits to museums, galleries and sites on the internet).

ICT

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (e.g., displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).

4a Review what they and others have done to help them develop their ideas.

4c Talk about how they could improve future work.

Resources

- Colour cards
- Colour photocopies and/or an image of the Degas painting *Scène de plage*
- Mini-whiteboards and coloured pens
- Fuzzy felt
- Large sentence cards to describe the picture, and sets of smaller ones
- Flashcard figures from the painting
- Pictures or postcards of beach scenes and coastlines in the UK and in French-speaking countries
- A representation of the background of the painting in three bands
- Word cards for features of a beach scene
- Copies of the poem *La plage* (available at the end of this unit)
- Coloured pens or pencils
- Class and individual writing frames with instruction words for a recipe
- Word banks for support and extension

ICT resources

- Multimedia presentation software
- Self-authoring package for creating interactive activities
- Painting package
- Movie editing software
- Microphone
- Access to a class blog
- Access to a class wiki
- Digital video camera
- Access to an internet search engine
- Graphics program
- Videoconferencing facilities
- Desktop publishing package
### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS.3</td>
<td>Listen attentively and understand more complex phrases and sentences.</td>
</tr>
<tr>
<td>KAL</td>
<td>Recognise patterns in simple sentences.</td>
</tr>
<tr>
<td>KAL</td>
<td>Manipulate language by changing an element in a sentence.</td>
</tr>
<tr>
<td>KAL</td>
<td>Develop accuracy in intonation and pronunciation.</td>
</tr>
<tr>
<td>LLS</td>
<td>Integrate new language into previously learnt language.</td>
</tr>
<tr>
<td>LLS</td>
<td>Apply grammatical knowledge to make sentences.</td>
</tr>
<tr>
<td>LLS</td>
<td>Practise new language with a friend.</td>
</tr>
</tbody>
</table>

### Main activities

- **Revise colours by playing Touchez l’image (Touch the Picture)**. Select two children to come to the front. Have colour cards displayed on the wall. Call out one of the colours. The winner is the first child to touch the correct picture. Confident children may want to take on the role of the teacher.

- Show an image of the Degas painting *Scène de plage*. Introduce new vocabulary and revise colours by describing an item, eg *La mer est verte* (The sea is green). Children indicate which part of the picture you are describing. This can be done by inviting one child to point to the correct part or by small groups working on their own copy of the picture. Repeat with other items, such as *Le sable est jaune* (The sand is yellow), *Le ciel est bleu* (The sky is blue), *Le bateau est rouge* (The boat is red), and *Le chien est marron* (The dog is brown).

- Consolidate new vocabulary and practise pronunciation by playing some flashcard games (see Unit 6, Session 1 and Unit 12, Session 1).

- Read out more simple descriptions, such as *Le chien est vert* (The dog is green), *Le sable est bleu* (The sand is blue). Children draw a simple picture on mini-whiteboards or paper, and colour it in if possible.

- Working in pairs or small groups, each child chooses up to three items from the Degas picture. They relay this information, including colours, to their partner or other group members, who draw the corresponding pictures. They check this by describing what they have drawn.

### Support

For the fifth activity, children who find drawing difficult or time-consuming can be given the outlines of pre-drawn items on a worksheet. Some will benefit from having a semi-completed writing frame with a selection of nouns and adjectives to choose from.

### Extension

More confident children use a bilingual dictionary to look for other words connected to the picture.

### Prior knowledge

It is helpful if children already know some colours, and agreement and position of feminine adjectives.

### ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

- Using a self-authoring package, create different comprehension exercises to revise colours, eg, the children match an image of a certain colour with its text equivalent. Highlight adjectival agreement by having blue backgrounds for masculine singular adjectives and red backgrounds for feminine singular adjectives.

- Annotate the image on the interactive whiteboard using the pen tool and adding labels for each section of the picture being described.

- Using a simple paint package, children recreate the picture following the explanations given by their partner.
### Throughout the week

**Main follow-up activities**

Groups of children reproduce different parts of the picture and begin to build up a class display. This display could be done in 3D.

**ICT follow-up activities**

Using presentation software, children recreate a simple line drawing of the picture which they then colour in and label, in stages, on different slides. Once finished, they save the slideshow as a set of images and import them into a movie editing package. They add a voiceover using a microphone and save as a video giving the sense of animation when played. Finally, they publish the clip on the class blog.

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### Learning outcomes

**Children:**
- listen for and correctly identify specific words and phrases
- use previous knowledge and context to determine the meaning of new vocabulary
- pronounce short phrases with sufficient accuracy to relay information to others

### National Curriculum links

**Primary Framework for Literacy**

Strand 9  Creating and shaping texts; Y3 Select and use a range of technical and descriptive vocabulary.

**Art and design**

5d  Investigating art, craft and design in the locality and in a variety of genres, styles and traditions (eg, in original and reproduction form, during visits to museums, galleries and sites on the internet).

**ICT**

2a  Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a  Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b  Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- An image of the Degas painting can be found on the internet
- You can show the painting on an interactive whiteboard or make colour copies for children to work from in groups
- Edgar Degas (1834–1917) is thought to have painted this picture in the period 1868–77. It shows a beach with a woman (probably a nursemaid) combing the hair of a young girl who has just got changed after swimming. Other figures in the scene walk, chat or play in the sea. Further information on this painting can be found on the internet

### Resources

**Colour cards**

**Colour photocopies and/or an image of the Degas painting Scène de plage**

**Mini-whiteboards and coloured pens**

**ICT resources**

- Multimedia presentation software
- Self-authoring package for creating interactive activities
- Painting package
- Movie editing software
- Microphone
- Access to a class blog

---

**Session 1**

Beach scene

2 of 3
<table>
<thead>
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<th>Le langage du prof</th>
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<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Touchez l’image</em></td>
<td>Touch the Picture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Ce tableau est de Degas</em></td>
<td>This painting is by Degas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Qu’est-ce qu’on peut voir sur ce tableau?</em></td>
<td>What can you see in this painting?</td>
<td>Beach Scene</td>
<td></td>
</tr>
<tr>
<td>Scène de plage</td>
<td>Show me</td>
<td></td>
<td></td>
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<tr>
<td>Montrez-moi</td>
<td>colours</td>
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<tr>
<td><em>les couleurs</em></td>
<td>red</td>
<td>rouge</td>
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<td><em>On va jouer au Morpion</em></td>
<td>We are going to play Noughts and Crosses</td>
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</tbody>
</table>
### Framework objectives

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<tr>
<td>O5.3</td>
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</tr>
<tr>
<td>KAL</td>
<td>Develop accuracy in pronunciation and intonation.</td>
</tr>
<tr>
<td>KAL</td>
<td>Recognise the typical conventions of word order in the foreign language.</td>
</tr>
<tr>
<td>LLS</td>
<td>Use actions and rhymes to aid memorisation.</td>
</tr>
</tbody>
</table>

### Main activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Revise vocabulary and phrases from the previous session by playing Morpion (Noughts and Crosses). Say On va jouer au Morpion (We’re going to play Noughts and Crosses). (See the grammar point in ‘Teaching tips’.) In each square, put a noun and a colour from which children can make a phrase.</td>
</tr>
<tr>
<td>2</td>
<td>Show the Degas painting again. Introduce some verbs, eg Le bateau glisse/navigue (The boat is gliding/sailing along). Then ask Que fait le bateau? (What is the boat doing?) Encourage children to repeat the answer Le bateau glisse/navigue. Continue, encouraging children to repeat the answers, eg Que fait le chien? Le chien regarde. Que fait la petite fille? La petite fille dort. Que fait la dame? La dame brosse les cheveux de la petite fille. (What is the dog doing? The dog is watching. What is the little girl doing? The little girl is sleeping. What is the lady doing? The lady is brushing the little girl’s hair.) Children mime the above phrases. Invite individuals to choose a phrase for the class to mime.</td>
</tr>
<tr>
<td>3</td>
<td>Bring the picture to life by giving groups part of the picture to freeze-frame. Each part is brought to life in a mime when that group hears their phrase. ‘Conduct’ the class picture. Indicate to groups when they should start their mime. They also repeat their phrase until directed to stop. Repeat, with children taking on the role of conductor.</td>
</tr>
</tbody>
</table>

### ICT opportunities

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using a self-authoring package, create a cycle of exercises to practise the phrases.</td>
</tr>
<tr>
<td>2</td>
<td>Video the different groups doing their mimes and add the resulting clips to a presentation with supporting text for each scene and a voiceover to describe the action.</td>
</tr>
<tr>
<td>3</td>
<td>Reconstruct the picture using movable elements such as paper or fuzzy felt and create a short animation with a voiceover to reinforce meaning.</td>
</tr>
</tbody>
</table>

### Support

Less confident children may need a word bank to refer to.

In the seventh activity, less confident children take the role of the ‘conductor’.

### Extension

More confident children could link two simple sentences using et, eg la petite fille dort et le bateau glisse/navigue.

### Prior knowledge

It is helpful if children already know how to create simple sentences with a noun and verb.
### Main activities (continued)

Play Secret Signaller. Agree on two sentences from the previous activity and two children go out of the room. A child in the room is chosen as the secret signaller. The class choose a signal (such as a scratch of the head) and, when the two children return, the class begin to chant one of the sentences. When the secret signal is given, the class begin to chant the second sentence, and so on. The aim of the game is for the two children to spot the identity of the secret signaller.

### Throughout the week

**Main follow-up activities**

Children bring the picture to life as a dance.

**ICT follow-up activities**

Create a private Voicethread with a partner school including pictures from British and French artists. Leave audio and text comments in English and French describing what is happening in each scene.

### Learning outcomes

<table>
<thead>
<tr>
<th>Children:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• recall, retain and use words, phrases and sentences with increasing accuracy</td>
</tr>
<tr>
<td>• use actions and mime to aid memorisation</td>
</tr>
</tbody>
</table>

### National Curriculum links

**Primary Framework for Literacy**

**Strand 4  Drama; Y3** Use some drama strategies to explore stories or issues.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

4a Review what they and others have done to help them develop their ideas.

4c Talk about how they could improve future work.
## Teaching tips

- **Grammar point:** the structure *aller* + infinitive can become a very useful part of your everyday classroom language, as you can use it throughout the day in different contexts, eg *Qu'est-ce que tu vas faire pendant la récré? Je vais jouer au football.* (What are you going to do at breaktime? I'm going to play football.) *Qu'est-ce qu'on va faire maintenant? On va chanter une chanson.* (What are we going to do now? We're going to sing a song)

- When revising familiar language, accept single words or phrases from less confident children

- You could zoom in on different sections of the painting and capture the screen. Save the different segments as separate screens on the interactive whiteboard. Children could identify figures that they have found in enlarged segments of the picture, dress up as those characters and adopt the same pose. Digital photographs of the pose will stimulate descriptions, as well as helping children to develop a deeper understanding of the whole painting

## Resources

- Colour photocopies and/or an image of the Degas painting *Scène de Plage*
- Fuzzy felt

**ICT resources**

- Multimedia presentation software
- Self-authoring package for creating interactive activities
- Digital video camera
- Movie editing software
- Microphone
- Access to an internet search engine
### Unit 16 Overview

**Session 2**

**Bringing a picture to life**

<table>
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<td>The boat is gliding/sailing along</td>
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<td><strong>Que fait…?</strong></td>
<td>What is…doing?</td>
<td><strong>La petite fille dort</strong></td>
<td>The little girl is sleeping</td>
</tr>
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<td><strong>Le chien regarde</strong></td>
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<tr>
<td><strong>La dame brosse les cheveux de la petite fille</strong></td>
<td>The lady is brushing the little girl’s hair</td>
<td><strong>Que font les gens?</strong></td>
<td>What are the people doing?</td>
</tr>
<tr>
<td><strong>Que font…?</strong></td>
<td>What are…doing?</td>
<td><strong>Les gens…marchent, parlent, jouent</strong></td>
<td>The people are…walking, talking, playing</td>
</tr>
</tbody>
</table>
### Main activities

- **Play Secret Signaller (see Session 2).**
- **Show the Degas picture. As a class, match sentence cards, e.g., La petite fille dort, Le bateau glisse/navigue (The little girl is sleeping. The boat is gliding/sailing along) to the picture. Repeat this as a paired activity.**
- **Give pairs of children a picture or postcard of a beach scene. Invite them to use their sentence cards as a model to write some sentences to describe their beach. Invite pairs to write one of their sentences on the board and read it aloud.**
- **Reproduce the background from the painting, represented by three horizontal bands: the lower one is yellow to represent the beach, the middle one is blue to represent the sea and the top one is light blue to represent the sky. Create some flashcard figures from the painting that can be added to the background to populate the scene. Use the picture to model a description that adapts and extends that of the painting.**
- **Ask children in English how they could make their sentences more interesting and elicit suggestions for French adjectives of colour and size. Invite children to suggest a suitable adjective for one of the sentences on the board. Say the new sentence. Encourage children to come to the board and write the adjective in the correct place, e.g., Le bateau rouge glisse/navigue (The red boat is gliding/sailing along). Repeat with more sentences, and the class read these aloud.**

### ICT opportunities

- **Using a graphics program, cut up the picture into the appropriate elements to describe each action and then insert them into a self-authoring package and create a matching activity for the different parts of the picture with its accompanying text.**
- **Find a live webcam of a beach scene in France and ask the children to make up sentences to describe what they can see using a word processing package.**

### Support

Less confident children would benefit from a list of possible sentences, a writing frame or a word bank in the third and fifth activities.

### Extension

More confident children could create their own beach scene and then describe it.

### Prior knowledge

It is helpful if children already know agreement and position of feminine adjectives.
## Throughout the week

Read out one of the sentences but with an element changed, eg *Le bateau rouge glisse/navigue* becomes *Le bateau blanc glisse/navigue*. Children identify which element has changed and, if appropriate, name the word class.

## Main follow-up activities

Make an interactive display using the Degas picture. Children write sentence strips and stick these onto the picture. They can add some strips with simple dialogue between people in the painting.

## ICT follow-up activities

Using presentation software, create the background of three bands described in the fourth activity. Add stick figures and animate them by moving them in small incremental steps which will give the illusion of movement when run as a slideshow. Add supporting text to describe the actions of the figures. Include a narration for extra effect and publish the finished animations on the class blog.

## Learning outcomes

Children:
- write words, phrases and sentences using a model
- understand how a simple sentence is written

## National Curriculum links

**Primary Framework for Literacy**
- **Strand 11** Sentence structure and punctuation; Y3 Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.

**ICT**
- **2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- **3a** Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- **3b** Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).
### Teaching tips
- The fourth activity would work very well on the interactive whiteboard, using different screens for the background and the figures.

### Resources
- Colour photocopies and/or an image of the Degas painting *Scène de plage*
- Large sentence cards to describe the picture and sets of smaller ones
- Pictures or postcards of beach scenes and coastlines in the UK and in French-speaking countries
- Representation of the background of the painting in three bands
- Flashcard figures from the painting

### ICT resources
- Multimedia presentation software
- Graphics program
- Self-authoring package for creating interactive activities
- Digital video camera
- Movie editing software
- Microphone
- Access to an internet search engine
- Access to the class blog
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<td>For this game, you have to match each sentence with the picture</td>
<td></td>
</tr>
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<td>Pour ce jeu, vous devez faire correspondre chaque phrase avec le tableau</td>
<td></td>
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<tr>
<td>les couleurs</td>
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<td>the dog</td>
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<td>The sea is green</td>
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<td>The sea is green</td>
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<td>Le chien regarde</td>
<td>The dog is watching</td>
<td>Le chien regarde</td>
<td>The dog is watching</td>
</tr>
<tr>
<td>Le bateau glisse/navigue</td>
<td>The boat is gliding/sailing along</td>
<td>Le bateau glisse/navigue</td>
<td>The boat is gliding/sailing along</td>
</tr>
<tr>
<td>La petite fille dort</td>
<td>The little girl is sleeping</td>
<td>La petite fille dort</td>
<td>The little girl is sleeping</td>
</tr>
<tr>
<td>La dame brosse les cheveux de la petite fille</td>
<td>The lady is brushing the little girl’s hair</td>
<td>La dame brosse les cheveux de la petite fille</td>
<td>The lady is brushing the little girl’s hair</td>
</tr>
<tr>
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<td>grand/e (m/f)</td>
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<tr>
<td>Pouvez-vous/Peux-tu écrire l’adjectif ?</td>
<td>Can you write the adjective?</td>
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<td>Le bateau rouge glisse/navigue</td>
<td>The red boat is gliding/sailing along</td>
<td>Le bateau rouge glisse/navigue</td>
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**Framework objectives**

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<tr>
<th>Objective</th>
<th>Description</th>
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<tbody>
<tr>
<td>L5.1</td>
<td>Reread frequently a variety of short texts.</td>
</tr>
<tr>
<td>IU5.2</td>
<td>Recognise similarities and differences between places.</td>
</tr>
<tr>
<td>LLS</td>
<td>Look and listen for visual and aural clues.</td>
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**Support**

Some children may need support identifying adjectives, e.g. using a colour coded list of vocabulary, where nouns, verbs and adjectives are different colours.

**Extension**

More confident children identify the nouns and verbs as well as the adjectives in the poem.

**Main activities**

- Revise language from the unit, using a selection of photos or postcards of beaches in the UK and French-speaking countries.
- Discuss in English similarities and differences between beaches and coastlines in the UK and abroad. Children may have personal experiences to share. It may be appropriate to discuss the different uses of coastal areas, such as shipping, fishing or tourism.
- Introduce names for some additional features in the photos or postcards, e.g. **une baie** (a bay), **une falaise** (a cliff), **une grotte** (a cave), **des coquillages** (shells), **des rochers** (rocks), **des cailloux** (pebbles).
- Point to one of the features and ask, e.g. **C'est une baie?** (Is it a bay?)
- Elicit **Oui, c'est une baie** (Yes, it is a bay).
- Extension: introduce some questions that will need a negative response, e.g. **C'est une baie? Non, ce n'est pas une baie. C'est une falaise.** (Is it a bay? No, it is not a bay. It is a cliff).
- Play **Qui a parlé?** (Who Spoke?) to consolidate these new words (see Unit 13, Session 3).
- Show children the written words on the interactive whiteboard or text cards. Ask individual children to come out and match the text to the pictures. Play games such as **Montrez-moi** (Show Me) so that children can practise copy-writing the words.

**ICT opportunities**

( levels of difficulty 1 = easier, 3 = more complex )

- Using a microblogging tool, the teacher asks his or her followers what the beaches are like where they live and they send back written replies or even photos. If the teacher has a large following, this could include examples from all over the world.
- Add the images to a collaborative multimedia slideshow and use the doodle tool to annotate and label the new features. Invite a partner school to take part too by adding their own images or their own annotations.
### Main activities (continued)

- **Draw attention to the sound** *ill* in *coquillages*. Say some other words and ask the children to listen for a similar sound (eg *plage, fille, brosse, brille*). Children could do an action on hearing a particular sound, eg hands on head for the *ill* sound.

- **Give pairs of children a copy of the poem** *La plage* (see 'Teaching tips'). They are going to be ‘language detectives’. Read the poem aloud as children listen and look for words containing the grapheme *au/eau*, which they then circle. Some children may find it helpful to have picture clues to help them understand the text.

  - **Extension**: ask children to repeat the above activity, this time putting a box around the grapheme *il/ille*.

- Children continue to work on the text in pairs. They read it to themselves and underline, in colour, words that they either know or can guess the meaning of. They underline adjectives in a different colour. As a class they discuss strategies for working out the meaning of unfamiliar language. Ask children to comment on any other features of the text to see if they can identify the similes. Discuss this briefly.

### ICT opportunities (continued)

- **(levels of difficulty 1 = easier, 3 = more complex)**

  - **Using presentation software insert images which represent a particular sound when pronounced. Record a voiceover for each sound and the examples. This could also be done as a collaborative multimedia slideshow and where a partner school models pronunciation and the children copy.**

  - **Give pairs of children a copy of the poem** *La plage* (see 'Teaching tips'). They are going to be ‘language detectives’. Read the poem aloud as children listen and look for words containing the grapheme *au/eau*, which they then circle. Some children may find it helpful to have picture clues to help them understand the text.

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### Throughout the week

- **Play games such as Secret Signaller or Morpion** (Noughts and Crosses) to practise vocabulary.

### Main follow-up activities

- Build a bank of words containing *au/eau* for children to pronounce and copy-write.

- Children use images and information from the internet to make a presentation about beaches around the world, using presentation software.

### ICT follow-up activities

- **Organise a videoconference where children describe different beaches and examples of *au/eau* words with their partner school.**

- **Add the new *au/eau* words to the electronic word bank.**
### Learning outcomes

**Children:**
- identify features of beaches in the UK and abroad
- identify key features of a spoken and written text

### Teaching tips
- Introducing vocabulary could be done as a team challenge game. Provide a list of words in English. Children have to find the French equivalent in a dictionary. They gain extra points if they can provide the gender of the nouns as well. The Geograph British Isles website [www.geograph.org.uk](http://www.geograph.org.uk) is sponsored by Ordnance Survey and shows photographs of every square kilometre of the British Isles. Children could search to find pictures of their locality and then describe the pictures.

#### La plage

La mer calme est aussi brillante que le soleil.

Le soleil brillant est aussi doré que le sable.

Le sable doré est aussi doux que les nuages.

Les nuages doux sont aussi blancs que les coquillages.

Les coquillages blancs sont aussi silencieux que les bateaux.

Les bateaux silencieux sont aussi calmes que la mer.

C'est beau sur la plage.

#### The beach

The calm sea is as shiny as the sun.

The shining sun is as golden as the sand.

The golden sand is as soft as the clouds.

The soft clouds are as white as the shells.

The white shells are as silent as the boats.

The silent boats are as calm as the sea.

It is lovely on the beach.

### National Curriculum links

#### Primary Framework for Literacy

**Strand 6**  Word structure and spelling; Y5 Group and classify words according to their spelling patterns and their meanings.

#### ICT

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

4a Review what they and others have done to help them develop their ideas.

### Resources

- Pictures or postcards of beach scenes and coastlines in the UK and in French-speaking countries
- Word cards for features of a beach scene
- Copies of the poem *La plage* (see ‘Teaching tips’)
- Coloured pens or pencils

### ICT resources

- Multimedia presentation software
- Microphone
- Access to a collaborative multimedia slideshow application
- Access to a microblogging tool
- Access to an online tool for creating word clouds
- Videoconferencing facilities
## Le langage du prof

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<th>Le langage des enfants</th>
<th>Children's language</th>
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<td>Oui, c'est...</td>
<td>a bay</td>
</tr>
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<td>Yes, it is...</td>
<td>une baie</td>
</tr>
<tr>
<td>Non, ce n'est pas...</td>
<td>No, it's not...</td>
<td>a cliff</td>
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## On va jouer à Qui a Parlé?

| Montrez-moi         | Oui, c'est...           | a cliff               |
| Show me             | Non, ce n'est pas...    | a cave                |

## le graphème au/eau

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<td>L5.1 Reread frequently a variety of short texts.</td>
<td>Select one of the photos or postcards showing a beach in a French-speaking country. Explain to children that, together, they are going to create a poem about the picture.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex) Video yourself performing the different mimes for the recipe and use the clip to drill the new phrases with the children.</td>
</tr>
<tr>
<td>L5.2 Make simple sentences and short texts.</td>
<td>Display a writing frame which contains instruction words for a recipe, eg prends, ajoute, mélange, décore, laisse. Ask children if they know any of these words and in which context they have previously met them. Mime the new verbs and invite children to guess their meaning. Children chorus the pronunciation.</td>
<td></td>
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<tr>
<td>KAL Notice different text types.</td>
<td>Create a ‘recipe’ for the place in the picture. See ‘Teaching tips’ for an example of a possible text.</td>
<td></td>
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<tr>
<td><strong>Support</strong> Some children will need adult support and guidance to create a poem. Use differentiated writing frames and colour coded word banks to help less confident children produce a descriptive piece.</td>
<td>Give each pair of children one copy of the poem La plage (see ‘Teaching tips’, Session 4). They use this as a prompt to help them suggest ‘ingredients’. Write their suggestions into the class writing frame and the class read the poem together. Discuss whether any editing is necessary, eg can they suggest alternative adjectives from the text of La plage?</td>
<td></td>
</tr>
<tr>
<td><strong>Extension</strong> More confident children can use the alternative writing frame with verbs in the plural. Encourage them to use language learnt in previous units to extend their writing.</td>
<td>Using a word processing package, create a writing frame with drop-down menus containing a choice of possible ingredients for the children to read out. With a microphone and sound editing software, record the children reading out different versions of the poem so they can decide on the favourite.</td>
<td></td>
</tr>
<tr>
<td><strong>Prior knowledge</strong> It is helpful if children already know recipe instructions.</td>
<td>Extension: use an alternative version of the poem to practise the plural form of nouns and verbs (see ‘Teaching tips’). Highlight the sentence Mélange avec des gens qui nagent (Mix with some people swimming) and discuss what children notice about the sentence. Ask for alternative verbs for that line, eg des gens qui parlent (some people talking). Some children may wish to extend this line further, eg des gens qui parlent et des enfants qui jouent (some people talking and some children playing).</td>
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</table>
### Throughout the week

Show a picture of a beach scene and children say recipe sentences to describe how it was made.

### Main follow-up activities

Children produce a class display of a beach scene, labelling each element with the recipe sentence(s) used to create it. A final copy of the text as a whole poem can also be displayed.

### ICT follow-up activities

Video the children performing the poem *La plage* using appropriate props and including text support for each action. Publish the clip on the class blog.

### Learning outcomes

**Children:**
- choose words, phrases and sentences for a class poem

### National Curriculum links

**Primary Framework for Literacy**

The second, third and fourth activities link to work on writing instructional texts from Y3 onwards.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (e.g., displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).

4a Review what they and others have done to help them develop their ideas.

### Teaching tips

- An example of a possible text for creating a writing frame
  
  *Prends un soleil brillant et du sable doré*
  
  *Ajoute un petit bateau rouge*
  
  *Mélange avec une fille qui nage*
  
  *Décors avec un coquillage blanc*
  
  *Laisse au soleil pendant une semaine*
  
  *Et voilà la plage à Brighton*

- An alternative poem for the extension activity
  
  *Prends un soleil brillant et du sable doré*
  
  *Ajoute un petit bateau rouge*
  
  *Mélange avec des gens qui nagent*
  
  *Décors avec des coquillages blancs*
  
  *Laisse au soleil pendant une semaine*
  
  *Et voilà la plage à Brighton*
### Teaching tips

- An example of a possible text for creating a writing frame

  - **Prends un soleil brillant et du sable doré**
  - **Ajoute un petit bateau rouge**
  - **Mélange avec une fille qui nage**
  - **Décore avec un coquillage blanc**
  - **Laisse au soleil pendant une semaine**
  - **Et voilà la plage à Brighton**

  - Take a shining sun and some golden sand
  - Add a little red boat
  - Mix with a girl swimming
  - Decorate with a white shell
  - Leave in the sun for a week
  - And there you have the beach at Brighton

- An alternative poem for the extension activity

  - **Prends un soleil brillant et du sable doré**
  - **Ajoute un petit bateau rouge**
  - **Mélange avec des gens qui nagent**
  - **Décore avec des coquillages blancs**
  - **Laisse au soleil pendant une semaine**
  - **Et voilà la plage à Brighton**

  - Take a shining sun and some golden sand
  - Add a little red boat
  - Mix with people swimming
  - Decorate with some white shells
  - Leave in the sun for a week
  - And there you have the beach at Brighton

- Children may recognise the word *qui*, if this has been used as a question word during French lessons

- The writing frame may also contain adjectives learnt in previous units, in order to help children develop the ability to retrieve and reuse language learnt in previous contexts. The interactive whiteboard is a powerful tool to promote this skill: one screen may contain the writing frame and another screen may contain a bank of vocabulary drawn from other units. Words can be copied or dragged into the writing frame. It is also useful to present a version of the writing frame in the word processing software that children regularly use, so that they can work on drafting and redrafting their poems

### Resources

**Primary Framework for Literacy**

- Pictures or postcards of beach scenes and coastlines in the UK and in French-speaking countries
- Class and individual writing frames with instruction words for a recipe

**ICT resources**

- Word processing software
- Digital video camera
- Movie editing software
- Microphone
- Sound editing software
- Access to a class blog
### Session 5
**Class poem**

4 of 5

<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nous allons écrire un poème qui parle de cette image</td>
<td>We are going to write a poem about this picture</td>
<td>rouge</td>
<td>red</td>
</tr>
<tr>
<td>Connaissez-vous ces mots?</td>
<td>Do you know these words?</td>
<td>jaune</td>
<td>yellow</td>
</tr>
<tr>
<td>Donnez-moi un 'ingrédient' pour notre poème</td>
<td>Give me an 'ingredient' for our poem</td>
<td>vert/e (m/f)</td>
<td>green</td>
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<td>bleu/e (m/f)</td>
<td>blue</td>
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- Le chien regarde
- Le bateau glisse/navigue
- La petite fille dort
- La dame brosse les cheveux de la petite fille
- Les gens…marchent, parlent, jouent

(Instructions are given in the familiar/singular form:)
- prends
- ajoute
- mélange
- décore
- laisse

### Teacher's language
- The dog is watching
- The boat is gliding/sailing along
- The little girl is sleeping
- The lady is brushing the little girl's hair
- The people are…walking, talking, playing

- take
- add
- mix
- decorate
- leave

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### Unit 16 Overview
**Unit 16 Session:**
- Print 1 2 3 4 5 6

### Unit 16
**Beach scene**
**Scène de plage**

#### Framework objectives
- **OS.3** Listen attentively and understand more complex phrases and sentences.
- **L5.2** Make simple sentences and short texts.
- **L5.3** Write words, phrases and short sentences using a reference.
- **KAL** Recognise patterns in simple sentences.
- **KAL** Manipulate language by changing an element in a sentence.
- **LLS** Apply grammatical knowledge to make sentences.

### Support
Give less confident children a writing frame and an illustrated and colour coded word bank.

### Extension
Encourage more confident children to use plural forms of nouns and verbs in their poem.
Give extra recipe instructions to enable more confident children to extend their poem.

### Prior knowledge
It is helpful if children already know a range of word types and how to extend their writing by adding different types of words (e.g., qualifiers).

### Main activities
1. **Read the class poem from the previous session and remind children how it was constructed.**
2. **Children work in pairs or individually to create their own poems about Degas’ picture *Scène de plage*. Encourage children to think about how they can use ICT or styles of handwriting to present their poetry.**

### ICT opportunities
Having produced their poems, the children can choose how to present them using ICT. They may like to use a desktop publishing package with a handwriting font and add pieces of clipart to reinforce the meaning of their texts. They may prefer to create a multimedia presentation with embedded sound files where lines of their poem are animated and are read out loud as they appear.

### Extension: give children some other verbs with which to create sentences, e.g., *mets* (put), *coupe* (cut), *chauffe* (heat). They can investigate other adjectives by using a bilingual dictionary.
### Main follow-up activities

- The National Gallery's website www.takeonepicture.org provides opportunities for schools to explore further how pictures can provide a stimulus for cross-curricular work.

### ICT follow-up activities

- Children find other suitable images as a stimulus for creative writing and use a private wiki to produce their poems and collaborate in small groups. The best examples could then be published on the class blog.

### Throughout the week

Children work on the written presentation of their poetry.

### Learning outcomes

**Children:**
- choose words, phrases and sentences to create a poem

### National Curriculum links

**Primary Framework for Literacy**

- **Strand 9** Creating and shaping texts; Y5 Reflect independently and critically on their own writing and edit and improve it.
- **Strand 11** Sentence structure and punctuation; Y3 Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.
- **Strand 12** Presentation; Y5 Adapt handwriting for specific purposes (eg printing, use of italics); use a range of ICT programs to present text, making informed choices about which electronic tools to use for different purposes.

**ICT**

- **2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- **3a** Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- **3b** Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).
- **4a** Review what they and others have done to help them develop their ideas.

### Teaching tips

- The use of colour coded word banks will benefit all children, as they can see what type of words they can add to extend their writing and make it more descriptive. This also reminds them visually of the structure of sentences, eg a verb must be included, and the word order of items such as nouns and their related adjectives.
- Children could use other paintings or personal photos as starting points for their poem. A class display can then be created with the different images and poems.

### Resources

- Differentiated writing frames
- Word banks for support and extension
- Copies of the poem *La plage* from Session 4 and the recipe poem from Session 5

### ICT resources

- Desktop publishing package
- Multimedia presentation software
- Microphone
- Sound editing software
- Access to a class blog
- Access to a class wiki
- Access to an internet search engine
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(Instructions are given in the familiar/singular form:)

- prends
- ajoute
- mélange
- décore
- laisse

- take
- add
- mix
- decorate
- leave
### Learning objectives

- To apply the knowledge, skills and understanding from this unit

### Teaching activities

- In pairs or individually, children read their poems aloud to the class
- The class evaluate the poems and suggest ‘two stars and a wish’ (two things that they liked about a poem and one idea for improving it)

### Learning outcomes

- Read their poetry to an audience

### Points to note

- Follow-up: children make an illustrated class book of their poetry for the class or school library
- Follow-up: if the school has a French-speaking partner school, share children’s poetry that they have written or particularly like via the internet
- To link with literacy and ICT objectives relating to the creation of multilayered texts, children could start with a copy of the Degas picture and create hyperlinks from the picture to sentences that they have created in French. These could be simple descriptive sentences using adjectives of colour or size, or more complex sentences using similes
- If the class have done the segmentation activity outlined in Session 2, ‘Teaching tips’, they could make a booklet of the sections they have analysed. If they present the booklet in digital format, they could also incorporate a short clip of appropriate French music eg from *La mer* by Debussy
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<td>2</td>
<td>Weather and seasons</td>
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<tr>
<td>3</td>
<td>Joining a poem</td>
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<tr>
<td>4</td>
<td>Seasonal colours</td>
</tr>
<tr>
<td>5</td>
<td>Conscience Alley</td>
</tr>
<tr>
<td>6</td>
<td>Preparing a performance</td>
</tr>
</tbody>
</table>

**Overview**

Unit 17: The four seasons / *Les quatre saisons*
About this unit

In this unit children learn to describe seasons using a poem, *Le retour du printemps*, and the music from Vivaldi’s *The Four Seasons*. The poem is provided at the end of the unit. They also learn to talk about what the weather was like. Children work on an end of unit performance to consolidate and celebrate their learning.

Prior learning

It is helpful if children already know:

- some weather phrases
- how to say the date of their birthday
- the alphabet
- some animals and their habitats
- some colours
- *chaud*/*froid*

New language content

- Making simple statements about seasons
- Describing the weather with reference to the present and the past
- Using adjectives as antonyms
- Prepositions *en*, *au* with seasons
- Imperfect tense, eg *Il faisait beau/chaud*
- Adjectives: agreement and position (revision)
- Phonic focus: using knowledge of phoneme–grapheme correspondence to aid writing

Where this unit fits in

This unit draws upon familiar vocabulary and structures. Children revise the months (see Unit 3), the weather (see Units 7 and 12), animals and their habitats (see Units 11 and 16) and the alphabet (see Unit 15). The imperfect tense is introduced here and covered in more detail in Unit 22.

End of unit activity

Children prepare a performance where they personify the four seasons and persuade others that their season is the best, using the poem as a model. Music from Vivaldi’s *The Four Seasons* and actions could be included.

Expectations

At the end of this unit

Most children will:

- understand how a simple sentence is written; build sentences in the imperfect tense from a model; listen to a poem and select familiar key words and phrases; take part in a brief prepared task.

Some children will not have made so much progress and will:

- understand and respond to simple questions with prompts and single-word answers; need to refer to visual clues when listening to a poem or story.

Some children will have progressed further and will:

- show understanding of a short text containing familiar and unfamiliar language; take the initiative in preparing an oral task and use a bilingual dictionary to research new language.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O5.1</th>
<th>O5.2</th>
<th>O5.3</th>
<th>O5.4</th>
<th>L5.1</th>
<th>L5.2</th>
<th>L5.3</th>
<th>L5.4</th>
<th>IU5.1</th>
<th>IU5.2</th>
<th>IU5.3</th>
<th>KAL</th>
<th>LLS</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
### National Curriculum links

#### Primary Framework for Literacy

- **Strand 1** Speaking; Y3 Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
- **Strand 1** Speaking; Y5 Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.
- **Strand 4** Drama; Y4 Develop scripts based on improvisation; comment constructively on plays and performances, discussing effects and how they are achieved; Y5 Reflect on how working in role helps to explore complex issues; perform a scripted scene making use of dramatic conventions.
- **Strand 6** Word structure and spelling; Y3 Spell unfamiliar words using known conventions including grapheme–phoneme correspondences and morphological rules.
- **Strand 11** Sentence structure and punctuation; Y3 Show relationship of time, reason and cause through subordination and connectives.

#### Geography

- 3a Identify and describe what places are like (e.g., in terms of weather, jobs).

#### Music

- 3b Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.

#### ICT

- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (e.g., displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).
- 4a Review what they and others have done to help them develop their ideas.
- 5a Work with a range of information to consider its characteristics and purposes (e.g., collecting factual data from the internet and a class survey to compare the findings).

### ICT resources

- Multimedia presentation software
- Self-authoring package
- Microphone
- Sound editing software
- Access to an internet search engine
- Access to a microblogging tool
- Stop motion animation software
- Videoconferencing facilities
- Digital video camera
- Digital audio editor/recorder
- Word processing package
- Access to a class wiki
- Access to a class blog

### Resources

- Song about the months
- Picture flashcards and/or props for the weather and seasons
- Text cards for the seasons and weather phrases
- Small sets of word cards for months, days of the week and le
- Hoops
- Map of France or another francophone country
- Colour-coded text and picture cards for weather phrases (see Session 2)
- Copy of the poem *Le retour du printemps* (the poem is available at the end of this unit)
- Visuals to illustrate the poem *Le retour du printemps*
- Multi-link cubes
- Illustrated word bank of animal habitats
- Differentiated writing frames
- Recording of Vivaldi’s The Four Seasons
- Flashcards or images and text cards for antonyms
- Props for a performance
### Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>O5.1</td>
<td>Prepare and practise a simple conversation, using familiar vocabulary and structures in new contexts.</td>
</tr>
<tr>
<td>O5.3</td>
<td>Listen attentively and understand more complex phrases and sentences.</td>
</tr>
<tr>
<td>KAL</td>
<td>Appreciate that different languages use different writing conventions.</td>
</tr>
</tbody>
</table>

### Support

When asking questions using the new vocabulary, allow less confident children to reply using single words instead of whole sentences. Some children may benefit from having a vocabulary sheet to refer to.

### Extension

When asked their birthday, more confident children could answer with a season, the date and month.

Ask children to choose a different way of ordering the months (eg alphabetically). Children share their methods.

### Prior knowledge

It is helpful if children already know numbers up to 100 and how to say the date of their birthday.

### Main activities

- **Play a recording of a song about the months or set these to a simple tune.** Each child stands up when they hear their birthday month.
- **Display picture cards for each season.** Say each season: l’hiver (winter), le printemps (spring), l’été (summer) and l’automne (autumn), and ask children to listen and repeat. Mime a season and ask C’est quelle saison? (Which season is it?) Ask for volunteers to repeat this activity, which can then be done in pairs.
- **Before showing the written words for the seasons, challenge children to write the seasons from the sounds they hear.** Display the written words for the seasons and highlight sound/spelling links. Show children some unfamiliar words that incorporate the same graphemes. Allow them a short time to whisper the words to their partner before inviting volunteers to have a go at reading them. Allow children to have another attempt at writing the words, using the ‘Look, say, cover, write, check’ method.
- **Make four statements about months of the year and which season they are in,** eg avril est au printemps, août est en été, octobre est en automne et janvier est en hiver. Ask children what they have noticed about how you say ‘in winter’, ‘in summer’, etc. Show on the board how le or l’ become en/au. NB: the only season that uses au is le printemps. Ask children to listen to the phrases and repeat them.
- **Tell children which season your birthday is in,** eg Mon anniversaire est en automne (My birthday is in the autumn). Ask individual children to identify the season of their birthday, eg C’est quand, ton anniversaire? (When is your birthday?) Mon anniversaire est en hiver (My birthday is in the autumn). Accept hiver from some children.
- **Revise numbers 1 to 31 by playing a variety of counting games.**

### ICT opportunities

**(levels of difficulty 1 = easier, 3 = more complex)**

- **Using presentation software, show children typical scenes from different seasons.** Include an atmospheric sound file for each slide to help them to work out which season is being referred to. Alternatively, use a video clip to achieve the same outcome.
- **In the presentation you have used to introduce the seasons, display the written word for each slide and underline the grapheme along with other examples which contain the same sound.**
- **Using a custom animation, show how le or l’ become en/au by covering one text box with another.**
- **Create an online survey, so that children can input the dates of their birthdays and make a histogram of the results.**
- **Using a self-authoring package, create a cycle of activities that practise numbers 1 to 31.**

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**Back**  **Next**  **Contents**  **Unit 17 Overview**  **Unit 17 Session: 1 2 3 4 5 6**  **Print**  **Quit**
### Main activities (continued)

- Revise how to say the date by playing a game (see Unit 12, Session 6).
- Display a range of dates on the board and read one out. Children have to identify the date you have selected.
- Working in pairs or small groups, children revise saying their birthdays. Perform a Mexican wave, where each child in turn says their birthday. This can be timed to add further challenge.
- Discuss with children how French and English dates differ, eg use of capital letters and ordinal numbers (see Unit 13, Session 4).
- Display picture cards for each season. Ask children to identify the picture card for the season of their birthday month.
- Set up a class Speed Challenge, where children order the months of the year against the clock. This can be done in pairs with word cards or as a whole-class activity using the interactive whiteboard.
- In small groups, children divide a hoop into quarters to represent the seasons. They put word cards for each month into the correct season. Some children may benefit from having a chart with the months and seasons in English. Take feedback from the class.
- Children take it in turns to select a word card from the hoop and make a sentence, matching the month to the correct season, eg **avril est au printemps**. Ask children which words/months they find easy/difficult to remember and why.
- Play **Le Pendu** (Hangman) to revise the months and the seasons.

### ICT opportunities (continued)

**(levels of difficulty 1 = easier, 3 = more complex)**

- Create text boxes with embedded sound files for each date. Launch one by clicking on it.
- Using a microphone and sound editing software, record the children’s discussion to allow them to reflect more deeply on the differences between how dates are written in English and French on playback.
- If using the interactive whiteboard, divide the screen in two, with a set of word cards in each half. Two teams compete using an electronic stop clock, if one is available with the whiteboard software.
- Use the interactive whiteboard to create the hoop divided into quarters with inserted pictures of each season. Create the text boxes for each month which, when dragged, will play an embedded sound file.
- Using a self-authoring package, create activities to practise months and seasons with the same images from the presentation.
Children listen to and join in with songs about days and months.
Write and read aloud the date every day.

As a PE warm-up, display a picture or text card for each season around the hall. Call out a month and children run to the correct season.
Discuss features of seasonal changes in English.

Using a green screen, display a typical scene for each season and record a video clip of the children describing when their birthdays are. Ask them to hold cards displaying the written form or add subtitles to reinforce meaning. Publish the results on the class blog. This could also be done as part of a videoconferencing session where both sets of children compare the dates of each other’s birthdays.

**Learning outcomes**

Children:
- pick out key words when listening to a song
- remember how to write the date
- create sentences linking months to seasons.

**National Curriculum links**

**Primary Framework for Literacy**

Strand 6  Word structure and spelling; Y3 Spell unfamiliar words using known conventions including grapheme–phoneme correspondences and morphological rules.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

5a Work with a range of information to consider its characteristics and purposes (eg collecting factual data from the internet and a class survey to compare the findings).

**Teaching tips**

- To say the date in French, use the construction *Aujourd’hui nous sommes (mardi) le quatre juillet.* When the date is written *le* is omitted, eg *(mardi) 4 juillet.*
- Pronunciation point: in the phrase *Mon anniversaire est en hiver,* the *t* at the end of *est* is pronounced to create a liaison between *est* and *en.*
- Ensure that children work in mixed ability groups when working on collaborative activities.
- If using an interactive whiteboard for Hangman, use a template as suggested in Unit 8.

**Resources**

- Song about the months
- Picture cards and text cards for each season
- Hoops
- Small sets of text cards for the months of the year

**ICT resources**

- Multimedia presentation software
- Self-authoring package
- Microphone
- Sound editing software
- Access to an internet search engine
- Access to a green screen
- Videoconferencing facilities
<table>
<thead>
<tr>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levez-vous quand vous entendez le mois de votre anniversaire</td>
<td>l'hiver (m)</td>
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<tr>
<td>Pouvez-vous écrire le mot...?</td>
<td>le printemps</td>
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<td>l'hiver (m)</td>
<td>l'été (m)</td>
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<td>le printemps</td>
<td>l'automne (m)</td>
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<td>l'été (m)</td>
<td>au printemps</td>
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<td>l'automne (m)</td>
<td>en...été, automne, hiver</td>
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<tr>
<td>C'est quelle saison?</td>
<td>avril est au printemps</td>
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<td>au printemps</td>
<td>en...été, automne, hiver</td>
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<td>en...été, automne, hiver</td>
<td>avril est au printemps</td>
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<td>avril est au printemps</td>
<td>Mon anniversaire est en automne</td>
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<td>the months of the year</td>
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<td>Mon anniversaire est le 30 avril</td>
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<td>les mois de l'année</td>
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### Framework objectives

<table>
<thead>
<tr>
<th>Level</th>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td>O5.3</td>
<td>Listen attentively and understand more complex phrases and sentences.</td>
</tr>
<tr>
<td>L5.2</td>
<td>Make simple sentences and short texts.</td>
</tr>
<tr>
<td>L5.3</td>
<td>Write words, phrases and short sentences, using a reference.</td>
</tr>
<tr>
<td>LLS</td>
<td>Look and listen for visual and aural clues.</td>
</tr>
</tbody>
</table>

### Support

For the fifth activity, less confident children may need a word bank to create their sentences.

### Extension

Encourage more confident children to use connectives to join their sentences in the fifth activity.

### Prior knowledge

It is helpful if children already know some weather phrases.

### Main activities

Revises weather phrases in the present tense, e.g. *il fait beau, il fait chaud, il pleut, il neige*, using picture flashcards and props (see Unit 7, Session 3 and Unit 12, Session 1 for ideas).

Show children a map of France or another French-speaking country and display a text similar to the following: *L'hiver dernier, j'ai visité Paris. Il faisait très froid.* (Last winter, I visited Paris. It was very cold.)

Read the sentence aloud and invite children to talk to a partner for a minute and discuss what they think it means. Are there any clues in the sentence to help them work out if the sentence is in the past, present or future? See 'Teaching tips' for further explanation. Take feedback and explain that you were talking about something that has already happened, something in the past. Highlight *dernier, j'ai visité* and *Il faisait* in purple.

Teach the weather phrases which use *faire* in the imperfect tense, e.g. *il faisait...beau, mauvais, chaud, froid, du vent or du soleil* (The weather was good, bad, hot, cold, windy or sunny). Practise the phrases using mimes, pictures or flashcards.

### ICT opportunities

( Levels of difficulty 1 = easier, 3 = more complex)

Simulate a weather forecast where children drag different symbols on to a map of France and describe what the weather is like in these areas. This could be videoed and published on the class blog.

Using presentation software, introduce the different weather phrases with *faire* in the imperfect tense. Play sound files to help pronunciation where each weather type appears along with a text prompt, and use a purple background to show the phrase is in the past.
### Main activities (continued)

Play Pelmanism as a whole class, using sets of picture cards and text cards showing the weather phrases above. There should be two sets of picture cards, e.g., one set on a purple background to indicate the past, and one set on a yellow background to indicate the present. There should also be two sets of word cards, one set displaying phrases in the present tense, e.g., *il fait beau*, and one set displaying phrases in the imperfect tense, e.g., *il faisait beau*. The aim is to find the corresponding picture and text cards. For example, a picture of an icicle on a purple background would go with the text card *il faisait froid*, while a picture of an icicle on a yellow background would go with the text card *il fait froid*. This game could then be played in pairs, if appropriate.

Re-read the text: *L’hiver dernier, j’ai visité Paris. Il faisait très froid.* Underline the words *L’hiver, Paris* and *froid*. Invite children to suggest alternatives for these words and demonstrate on the board how these can be substituted to create a new meaning. Read the new sentences aloud. Children then work in pairs and, using text cards or mini-whiteboards, they build new sentences, substituting alternatives for the underlined words. Select several pairs of children to read out their sentences.

Children use a simple connective to extend their sentences, e.g., *et* (and), *où* (where), *mais* (but).

Children write the names of the seasons from memory. Help them by saying the words very slowly, so they can hear individual phonemes.

Play *Essuyez le tableau* (Wipe the Board) (see ‘Teaching tips’).

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Using a self-authoring package, create a cycle of exercises that practise weather expressions, following the convention of purple and yellow backgrounds for the past and present.

Using a word processing package, create drop-down menus for the items *L’hiver, Paris* and *froid* and include other options for the children to select in order to form new sentences. Add a frame for them to write their new phrases.

Children use a simple connective to extend their sentences, e.g., *et* (and), *où* (where), *mais* (but).

Play the children a recording of the seasons spoken slowly with emphasis on individual phonemes so they can listen back as many times as necessary to help them write the names correctly.

Play *Essuyez le tableau* (Wipe the Board) (see ‘Teaching tips’).
### Throughout the week

Mime some sentences for the class to guess. Talking about the weather using *il fait* and *il faisait* could become part of your everyday classroom routine. You could display a weather chart with the headings *Aujourd'hui* (today) and *Hier* (yesterday), which could be changed every day.

### Main follow-up activities

Create a series of colour-coded *Passé, Présent, Futur* posters for display, which help children to spot 'clues' as to the tense in which a sentence is written. These could then be referred to whenever children are focusing on tense. The colour codes could also be used to annotate or highlight text. For example, the *Passé* poster could be in purple and could include words and phrases such as: *hier* (yesterday), *la semaine dernière* (last week), *l’année dernière* (last year) and *l’été dernier* (last summer). The *Présent* poster could be in yellow and could include words and phrases such as *aujourd’hui* (today) and *maintenant* (now). The *Futur* poster could be in green and could include expressions such as: *demain* (tomorrow), *la semaine prochaine* (next week), *l’année prochaine* (next year) and *l’été prochain* (next summer).

Create an interactive display, where children build sentences using text cards.

Collect weather data from the internet, newspapers or television. Investigate weather around the world.

### ICT follow-up activities

Using your microblogging tool, send out a message to your followers to find out what the weather is like where they live and what it was like the previous day. The children then use this authentic information to write their own sentences and compile it in the form of two graphs.

Use stop motion animation to show the weather through the seasons using paper trees, leaves, etc. Add narration and titles using Moviemaker or iMovie.

### Learning outcomes

**Children:**
- pick out detail from spoken sentences
- build sentences about an event in the past using text cards.

### National Curriculum links

**Primary Framework for Literacy**
- Strand 11 Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives.

**Geography**
- 3a Identify and describe what places are like (eg in terms of weather, jobs).

**ICT**
- 3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).
### Teaching tips

- **Grammar point:** the phrase *il faisait beau* (it was nice weather) is in the imperfect tense. In French, as in English, the imperfect tense is used to describe an action that continued over a sustained period of time. It can also correspond to ‘used to (do)’ in English.
- **Pronunciation point:** draw attention to the silent *h* of *hiver*. Can children remember any other words with a silent *h*? (Remind them of the story of Jack and the Beanstalk in Unit 6).
- **Pronunciation point:** when saying *en hiver*, the pronunciation of the *n* is quite emphatic (as in *en été* and *en automne*).
- You can use whichever colours you like to refer to the different tenses but, to avoid confusion, it would be advisable to avoid colours that you have used previously, eg to denote gender differences.
- **Play** *Essuyez le tableau* for practising the weather. Write six numbered weather phrases on the board, three in the imperfect tense (*il faisait*) and three in the present tense (*il fait*). Read each phrase aloud and ask children to stand up if the sentence is in the past and to sit down (or remain seated) if it is in the present. Give children time to read and reread the phrase. Roll a die and cover the phrase that matches the number on the die. A volunteer comes to the front to write the weather phrase on the board from memory. Reveal the covered phrase and check. If the phrase written from memory is correct, rub out the original phrase. The aim of the game is to rub out the six original phrases. Children can go on to play this in pairs, using mini-whiteboards. Those needing extra support could select the correct phrase from a selection of text cards, rather than writing it.
- *Essuyez le tableau* also works well on an interactive whiteboard. Use an electronic die, if available, and shapes to hide the phrases. Some boards have handwriting recognition software that converts handwriting to text. This encourages children to form letters correctly in order to see whether the board ‘recognises’ their French.

### Resources

- Picture flashcards or props for the weather
- Map of France or another French-speaking country
- Colour-coded text and picture cards for weather phrases

**ICT resources**

- Digital video camera
- Access to a class blog
- Multimedia presentation software
- Self-authoring package
- Word processing package
- Access to a microblogging tool
- Stop motion animation software
### Le langage du prof

<table>
<thead>
<tr>
<th>Quel temps fait-il?</th>
<th>What is the weather like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>il fait chaud</td>
<td>it is hot</td>
</tr>
<tr>
<td>il fait mauvais</td>
<td>it is cloudy</td>
</tr>
<tr>
<td>il fait beau</td>
<td>it is fine</td>
</tr>
<tr>
<td>il fait du vent</td>
<td>it is windy</td>
</tr>
<tr>
<td>il fait froid</td>
<td>it is cold</td>
</tr>
<tr>
<td>il pleut</td>
<td>it is raining</td>
</tr>
<tr>
<td>il neige</td>
<td>it is snowing</td>
</tr>
</tbody>
</table>

| l'hiver (m)         | The weather was...         |
| le printemps        | good, bad, hot, cold,      |
| l'été (m)           | windy, sunny               |
| l'automne (m)       | last (winter)              |
| (l'hiver) dernier   | I visited                  |
| j'ai visité         |                            |

| Il faisait...       | The weather was...         |
| beau, mauvais, chaud, froid, du vent, du soleil | good, bad, hot, cold,      |
| L'hiver dernier, j'ai visité Paris. Il faisait très froid | windy, sunny               |

| et                  | and                        |
| où                  | where                      |
| mais                | but                        |

### Le langage des enfants

| il fait chaud       | it is hot                   |
| il fait mauvais     | it is cloudy                |
| il fait beau        | it is fine                  |
| il fait du vent     | it is windy                 |
| il fait froid       | it is cold                  |
| il pleut            | it is raining               |
| il neige            | it is snowing               |

| l'hiver (m)         | The weather was...         |
| le printemps        | good, bad, hot, cold,      |
| l'été (m)           | windy, sunny               |
| l'automne (m)       | last (winter)              |
| (l'hiver) dernier   | I visited                  |
| j'ai visité         |                            |

| Il faisait...       | The weather was...         |
| beau, mauvais, chaud, froid, du vent, du soleil | good, bad, hot, cold,      |
| L'hiver dernier, j'ai visité Paris. Il faisait très froid | windy, sunny               |

| et                  | and                        |
| où                  | where                      |
| mais                | but                        |

### Children's language

| it is hot           |
| it is cloudy       |
| it is fine         |
| it is windy        |
| it is cold         |
| it is raining      |
| it is snowing      |

| winter             |
| spring            |
| summer            |
| autumn            |
| last (winter)     |
| I visited         |

| The weather was... | good, bad, hot, cold,      |
|                    | windy, sunny               |
|                    | last (winter)              |
|                    | I visited                  |

| and                            |
| where                         |
| but                            |

### Schemes of work

French KS2
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>On va jouer un jeu de mémoire</td>
<td>We're going to play a memory game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essuyez le tableau</td>
<td>Wipe the Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>passé</td>
<td>past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>présent</td>
<td>present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>futur</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aujourd'hui</td>
<td>today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hier</td>
<td>yesterday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintenant</td>
<td>now</td>
<td></td>
<td></td>
</tr>
<tr>
<td>la semaine dernière/prochaine</td>
<td>last/next week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l'année dernière/prochaine</td>
<td>last/next year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l'été dernier/prochain</td>
<td>last/next summer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Session 3
## Joining a poem

### Main activities

- Revise seasons and months by repeating a game from Session 1 or 2. Ask children when their birthday is, eliciting the month rather than the season, e.g. *Mon anniversaire est en janvier*.

- Tell children that they are going to listen to a poem called *Le retour du printemps* (The Return of Spring) with a chorus that includes the lines: *Tape les mains, tape les pieds* (Clap your hands, tap your feet). Read out the chorus (see ‘Teaching tips’), modelling when to clap hands and tap feet. Read it out again and encourage children to join in the actions. Ask children if they can identify the season mentioned in the chorus. Display the chorus and children read it aloud together.

- Display the whole poem *Le retour du printemps* with some visuals, and read each verse in turn. Children join in the chorus. Ask children what they think the poem is about and which are the elements that change in each verse.

- Display one verse of the poem and pick out some specific words that have something in common with each other, e.g. *dans, une, viens, le* (each of these is the first word in a line) or *prairie, matin, printemps, chemin* (these are all two-syllable words) or *matin, printemps, chemin* (these all contain the sound *in*). Ask children to discuss with talk partners why they think these words have been chosen.

### ICT opportunities

- Create a video clip of the children performing the poem with clear actions and encouraging others to join in. This can be published on the class blog so that the children can practise at home with their parents.

- Using presentation software, create a slideshow displaying the poem a few lines at a time with visuals as appropriate. Using a microphone and sound editing software, record yourself or a native speaker reading out the verses and the children chanting the chorus and performing actions. Once finished, the recording can be played back and reviewed. You can then repeat the process until the class is happy they have made a definitive version.

- Show the children a slide of the verse from the presentation used in the previous activity. Highlight specific words as a group by changing their font colour and embedding a sound file of you or a native speaker repeating the item. Play the animation so the children can see the group of words changing colour and hear them being read out. Repeat the same process for the next group of words. They can then discuss how the highlighted words are linked.
<table>
<thead>
<tr>
<th>Main activities (continued)</th>
<th>ICT opportunities (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display six lines from the poem on the board, with each one colour-coded. Give children a selection of multi-link cubes in corresponding colours. Read out the poem. When children hear one of the lines on the board, they take the cube in the corresponding colour. They then look at their cubes and read aloud the lines in that order.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
</tr>
<tr>
<td>Highlight the animal and the habitat in each verse. Ask children what strategies they could use to work out unfamiliar language in the poem.</td>
<td>Using a word processing package, create model verses with drop-down menus for different animals and their habitats so that children can form their own versions.</td>
</tr>
<tr>
<td>Ask for suggestions of alternative animals and list these (see Unit 11 session 5). Display an illustrated word bank of alternative habitats and model the pronunciation for each one. Individually or in pairs, children choose a different animal and habitat to complete their own written verse for a class poem. Provide differentiated writing frames, as appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Throughout the week</th>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practise reading the poem aloud.</td>
<td>Children could produce a labelled class display of animals in their habitats, with each animal saying their lines from the poem.</td>
<td>Wearing hats or animal masks they have found or made themselves, children present their lines to a partner school via videoconference.</td>
</tr>
</tbody>
</table>
Learning outcomes

Children:
• identify key features of a spoken and written text
• choose words, phrases and sentences for a class poem.

Teaching tips

• The text of the poem Le retour du printemps is provided at the end of the unit. It may be helpful to have it recorded by a confident or native speaker and linked to a presentation of the text.
• In writing a class poem (final activity), you could choose a different season and different locations for the animals. For example, Sur la plage, ce matin, une mouette m’a dit… (On the beach this morning, a seagull said to me…).
• If using the interactive whiteboard for the last activity, open a blank screen and record the children’s comments on it, marking the name of each contributor. This is a useful strategy for involving children in a creative dialogue and reminding them of their contribution to the lesson in a plenary or subsequent lesson.
• For the final activity, if using the interactive whiteboard to model the language, differentiated versions of writing frames can be distinguished by changing the background colour of screens.

National Curriculum links

Primary Framework for Literacy

Strand 1 Speaking; Y3 Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.

ICT
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

Resources

• A copy of the poem Le retour du printemps (the poem is available at the end of this unit)
• Visuals to illustrate the poem
• Multi-link cubes
• Illustrated word bank of animal habitats
• Differentiated writing frames

ICT resources

• Digital video camera
• Multimedia presentation software
• Digital audio editor/recorder
• Microphone
• Word processing package
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nous allons réviser les saisons et les mois</td>
<td>We're going to revise the seasons and the months</td>
<td>janvier</td>
<td>January</td>
</tr>
<tr>
<td>les mois de l’année</td>
<td>the months of the year</td>
<td>février</td>
<td>February</td>
</tr>
<tr>
<td>janvier</td>
<td>January</td>
<td>mars</td>
<td>March</td>
</tr>
<tr>
<td>février</td>
<td>February</td>
<td>avril</td>
<td>April</td>
</tr>
<tr>
<td>mars</td>
<td>March</td>
<td>mai</td>
<td>May</td>
</tr>
<tr>
<td>avril</td>
<td>April</td>
<td>juin</td>
<td>June</td>
</tr>
<tr>
<td>mai</td>
<td>May</td>
<td>juillet</td>
<td>July</td>
</tr>
<tr>
<td>juin</td>
<td>June</td>
<td>août</td>
<td>August</td>
</tr>
<tr>
<td>juillet</td>
<td>July</td>
<td>septembre</td>
<td>September</td>
</tr>
<tr>
<td>août</td>
<td>August</td>
<td>octobre</td>
<td>October</td>
</tr>
<tr>
<td>septembre</td>
<td>September</td>
<td>novembre</td>
<td>November</td>
</tr>
<tr>
<td>octobre</td>
<td>October</td>
<td>décembre</td>
<td>December</td>
</tr>
<tr>
<td>novembre</td>
<td>November</td>
<td>l’hiver (m)</td>
<td>winter</td>
</tr>
<tr>
<td>décembre</td>
<td>December</td>
<td>le printemps</td>
<td>spring</td>
</tr>
<tr>
<td>l’hiver (m)</td>
<td>winter</td>
<td>l’été (m)</td>
<td>summer</td>
</tr>
<tr>
<td>le printemps</td>
<td>spring</td>
<td>l’automne (m)</td>
<td>autumn</td>
</tr>
<tr>
<td>l’été (m)</td>
<td>summer</td>
<td>l’automne (m)</td>
<td>autumn</td>
</tr>
<tr>
<td>l’automne (m)</td>
<td>autumn</td>
<td>Vous allez écouter un poème qui s’appelle Le retour du printemps</td>
<td>You're going to listen to a poem called The Return of Spring</td>
</tr>
<tr>
<td>Tape les mains, tape les pieds</td>
<td>Clap your hands, tap your feet</td>
<td>Tape les mains, tape les pieds</td>
<td>Clap your hands, tap your feet</td>
</tr>
<tr>
<td>Joignez-vous au refrain</td>
<td>Join in the chorus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Le langage du prof</td>
<td>Teacher’s language</td>
<td>Le langage des enfants</td>
<td>Children’s language</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>la prairie</td>
<td>the meadow</td>
<td>un poisson habite dans la mer</td>
<td></td>
</tr>
<tr>
<td>la forêt</td>
<td>the forest</td>
<td>un coucou habite dans la forêt</td>
<td></td>
</tr>
<tr>
<td>l’étang (m)</td>
<td>the pond</td>
<td>un lion habite dans la savane</td>
<td></td>
</tr>
<tr>
<td>un écureuil</td>
<td>a squirrel</td>
<td>un chien</td>
<td></td>
</tr>
<tr>
<td>une grenouille</td>
<td>a frog</td>
<td>un cheval</td>
<td></td>
</tr>
<tr>
<td>une hirondelle</td>
<td>a swallow</td>
<td>un lapin</td>
<td></td>
</tr>
<tr>
<td>des autres animaux</td>
<td>some other animals</td>
<td>une souris</td>
<td></td>
</tr>
<tr>
<td>un chien habite dans une niche</td>
<td>a dog lives in a kennel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un cheval habite dans une écurie</td>
<td>a horse lives in a stable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un mouton habite dans une bergerie</td>
<td>a sheep lives in a sheep-fold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un lapin habite dans un terrier</td>
<td>a rabbit lives in a burrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>une souris habite dans un trou</td>
<td>a mouse lives in a hole</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un poisson habite dans la mer</td>
<td>a fish lives in the sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un coucou habite dans la forêt</td>
<td>a cuckoo lives in the forest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un lion habite dans la savane</td>
<td>a lion lives in the savanna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un chien</td>
<td>a dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un cheval</td>
<td>a horse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un lapin</td>
<td>a rabbit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>une souris</td>
<td>a mouse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Framework objectives

- **O5.2** Understand and express simple opinions.
- **LLS** Integrate new language into previously learnt language.
- **LLS** Use actions and rhymes to aid memorisation.

### Main activities

1. **Read out a selection of known nouns and adjectives.** When children hear an adjective, they clap their hands; when they hear a noun, they tap their feet.

2. **Revise the seasons by practising the mimes (see Session 1).** Mime a season and ask children *C’est quelle saison?* (Which season is it?)

3. **Play extracts from Vivaldi’s The Four Seasons and ask children to identify which season matches each extract.** Children listen again and in pairs write down as many colours as they can which they associate with each season.

4. **Ask children to suggest contrasting colours for summer and winter.** Write their suggestions on the board under the correct heading.

5. **Introduce some additional antonyms.** Display picture flashcards or images in random order to illustrate *chaud/froid* (warm/cold), *clair/sombre* (light/dark), *heureux/triste* (happy/sad), *coloré/terne* (colourful/dull), *agité/calme* (excited/calm), *rigolo/sérieux* (funny/serious). Ask volunteers to come to the board and match them up. Use the matched pairs to introduce pronunciation of the new words and encourage children to think of a mime to aid memorisation.

6. **Children work in pairs to decide on adjectives to describe a season.** Add these suggestions under the headings of summer and winter that are already on the board.

7. **Play Ping-Pong with the antonyms.** ‘Bat’ *chaud* to the children and the children ‘bat’ back *froid*, etc.

### ICT opportunities

- **(levels of difficulty 1 = easier, 3 = more complex)**

  1. **Using a microphone and sound editing software, record a selection of different nouns and adjectives and then loop the recording to allow the children to clap their hands or tap their feet as many times as necessary.**

  2. **Embed different sound files of extracts of The Four Seasons into a private wiki so the children can listen to them as often as they like and work collaboratively deciding on which clip evokes which season and associated colours.**

  3. **Create draggable word cards of different antonymns and mix them up on the interactive whiteboard. Ask the children to match them up.**

  4. **Using a self-authoring package, create a cycle of exercises practising different antonyms.**
### Throughout the week

- **Play the Ping-Pong game with opposites and practise descriptions of seasons.**

### Main follow-up activities

- **Children illustrate descriptions of the seasons for display.** Encourage them to refer to hot and cold colours from the colour wheel.
- **Children use software packages to create calligrams for antonyms.**

### ICT follow-up activities

- **Find copyright-free images of weather scenes which evoke a range of adjectives such as chaud/froid (warm/cold), clair/sombre (light/dark), heureux/triste (happy/sad).** Create a slideshow using these images grouped according to the season with which they are typically associated. Label each image with the adjective it is designed to represent. Add the extract of The Four Seasons and synchronise it with the images. Publish the finished slideshow on the class blog.

### Learning outcomes

**Children:**
- understand expressions of like and dislike
- select adjectives to describe seasons.

### National Curriculum links

**Music**
- 3b Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- Remind children of what nouns and adjectives are before starting the first activity.
- Some children may find it difficult to associate colours or other adjectives with music. Ask them how the music makes them feel (happy, sad, warm, cold, etc) and then progress from there, associating words with their feelings.

### Resources

- Recording of Vivaldi’s The Four Seasons
- Flashcards or images to introduce antonyms

**ICT resources**
- Multimedia presentation software
- Digital audio editor/recorder
- Microphone
- Self-authoring package
- Access to a class wiki
- Access to a class blog
### Session 4
#### Seasonal colours

<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tap your feet when you hear a noun</strong></td>
<td><strong>Clap your hands when you hear an adjective</strong></td>
<td><strong>Which season is it?</strong></td>
<td><strong>It's winter</strong></td>
</tr>
<tr>
<td><strong>C'est quelle saison?</strong></td>
<td><strong>tout est...</strong></td>
<td><strong>C'est l'hiver</strong></td>
<td><strong>tout est...</strong></td>
</tr>
<tr>
<td><strong>Associez une couleur à une saison</strong></td>
<td><strong>Match a colour to a season</strong></td>
<td><strong>Match a colour to a season</strong></td>
<td><strong>warmed/cold</strong></td>
</tr>
<tr>
<td>chaud/froid</td>
<td>chaud/froid</td>
<td>chaud/froid</td>
<td>warmed/cold</td>
</tr>
<tr>
<td>clair/sombre</td>
<td>clair/sombre</td>
<td>clair/sombre</td>
<td>light/dark</td>
</tr>
<tr>
<td>heureux/triste</td>
<td>heureux/triste</td>
<td>heureux/triste</td>
<td>happy/sad</td>
</tr>
<tr>
<td>coloré/terne</td>
<td>coloré/terne</td>
<td>coloré/terne</td>
<td>colourful/dull</td>
</tr>
<tr>
<td>agité/calme</td>
<td>agité/calme</td>
<td>agité/calme</td>
<td>excited/calm</td>
</tr>
<tr>
<td>rigolo/sérieux</td>
<td>rigolo/sérieux</td>
<td>rigolo/sérieux</td>
<td>funny/serious</td>
</tr>
</tbody>
</table>

---

**Unit 17 Overview**

**Les quatre saisons**

**Session 4**

**Seasonal colours**

3 of 3

**Schemes of work**

French KS2
### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O5.1</td>
<td>Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.</td>
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<tr>
<td>O5.2</td>
<td>Understand and express simple opinions.</td>
</tr>
<tr>
<td>O5.4</td>
<td>Prepare a short presentation on a familiar topic.</td>
</tr>
<tr>
<td>KAL</td>
<td>Develop accuracy in pronunciation and intonation.</td>
</tr>
</tbody>
</table>

### Prior knowledge

It is helpful if children already know how to use tone and facial expression when speaking to convey meaning.

### Main activities

- **Display antonyms from the previous section in random order on the board.** Write a number next to each one and ask children in pairs to write down the numbers of the matching words. They feed back their answers.

- **Play Word Association,** where you call out a colour and children reply with a season. This could be played in pairs or groups. Revise seasons and extend descriptions, eg *Il fait chaud et c’est une saison heureuse, colorée et claire. Les couleurs sont le vert, le jaune et le rouge. C’est quelle saison?* (It is hot and the season is happy, colourful and light. The colours are green, yellow and red. What season is it?) Children listen and respond.

- **Explain to children that they are going to prepare a performance where they will personify the four seasons and persuade others that their season is the best.** Revise some, or all, of the poem from Session 3 and model selected lines that children will need for this activity, eg *Viens, viens, viens, l’hiver est sur le chemin.* You could also add *Viens/Reste chez moi.* Children then add their own adjectives to describe their season. In groups of four, children take on a different season and add their own adjectives. Children feed back suggestions for seasons. Model how these could be used with the structure *tout est...clair, froid, chaud* (everything is...light, cold, hot).

### ICT opportunities

- **(levels of difficulty 1 = easier, 3 = more complex)**

  Using a self-authoring package, create a matching exercise to revise the antonyms from the previous session.

  Write a descriptive clue for each season on the interactive whiteboard with the answer concealed by an opaque shape. When the children have correctly worked out the solution, remove the shape with the eraser tool and reveal the answer underneath. Repeat the process with the other seasons.

- Children then add their own adjectives to describe their season. In groups of four, children take on a different season and add their own adjectives. Children feed back suggestions for seasons. Model how these could be used with the structure *tout est...clair, froid, chaud* (everything is...light, cold, hot).
### Main activities (continued)

Children work with a talk partner (who has the same season) to develop and practise their lines. Encourage accurate pronunciation, intonation and rhythm. Highlight the importance of gestures, body language and facial expression.

Children take part in a Conscience Alley. Those who are representing summer and those who are representing winter form two lines facing each other. The remaining children (who will represent autumn and spring) form a line and walk down the middle of the ‘alley’. As the autumn and spring children walk down the alley, the children advocating winter and summer whisper their prepared lines, to persuade them of the merits of their season. At the end of the alley, children must decide which season they prefer. Repeat the activity, with the autumn and spring advocates persuading the summer and winter teams.

### ICT opportunities (continued)

**(levels of difficulty 1 = easier, 3 = more complex)**

Using word processing software, produce a blank 2 x 3 grid for the children to storyboard their ideas about their chosen season. Support less confident children with model phrases under each square and a word bank to help them get started. Tell them that they are going to produce a video clip of their performance and that they need to discuss their ideas on how best to achieve this outcome with their talk partner. Once the children have decided on the sequence of their clip they draw pictures in each grid to represent the different stages of their film.

Video the Conscience Alley and during playback let the children decide which performance they like best.

### Throughout the week

- Children say their speaking parts from the Conscience Alley activity, and others guess what season it is.

### Main follow-up activities

- Children write some sentences to describe a season. They present these to the class.

### ICT follow-up activities

Once the children have properly rehearsed their chosen season, video the outcomes in preparation for their final performance. They may like to create their own costumes and use props to enhance their scene and bring it more to life for their intended audience.
## Learning outcomes

**Children:**
- ask and answer questions
- memorise a rhyme and repeat this with correct pronunciation and intonation
- use tone of voice to help convey meaning.

---

## Teaching tips

- Encourage children to imagine how it feels in their season, and then express this through their tone of voice and gestures in the Conscience Alley.
- If videoing the performances, ensure you include time for the children to plan the performance fully and rehearse to avoid time consuming delays.

---

## National Curriculum links

### Primary Framework for Literacy

**Strand 1** Speaking; Y5 Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.

**Strand 4** Drama; Y5 Reflect on how working in role helps to explore complex issues.

### ICT

- **2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).
- **3a** Share and exchange information in a variety of forms, including email (e.g. displays, posters, animations, musical compositions).
- **3b** Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g. work for presentation to other pupils, writing for parents, publishing on the internet).
- **4a** Review what they and others have done to help them develop their ideas.

---

## Resources

- Pictures of the seasons for support
- Antonym word cards

### ICT resources

- Digital video camera
- Microphone
- Word processing package
## Le langage du prof

*Pour ce jeu vous devez trouver les antonymes*

*Moi, je vais dire une couleur et vous allez dire une saison*

*Il fait chaud et c’est une saison heureuse, colorée et claire. Les couleurs sont le vert, le jaune et le rouge. C’est quelle saison?*

### Antonymes

- **chaud** / **froid**  
  - warm / cold

- **clair** / **sombre**  
  - light / dark

- **heureux** / **triste**  
  - happy / sad

- **coloré** / **terne**  
  - colourful / dull

- **agité** / **calme**  
  - excited / calm

- **rigolo** / **sérieux**  
  - funny / serious

---

### Poème

*Le retour du printemps* (the poem is available in Session 6)

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Viens/Reste chez moi</strong></td>
<td><strong>Come to/Stay with me</strong></td>
</tr>
<tr>
<td><strong>Les couleurs sont...</strong></td>
<td><strong>The colours are...</strong></td>
</tr>
<tr>
<td><strong>C’est une saison...</strong></td>
<td><strong>It’s a... season</strong></td>
</tr>
</tbody>
</table>

---

### Teacher’s language

*For this game you have to find the antonyms*

*I’m going to say a colour and you’re going to say a season*

*It is hot and the season is happy, colourful and light. The colours are green, yellow and red. What season is it?*

- **winter**
- **spring**
- **summer**
- **autumn**

### Le langage des enfants

*Les couleurs sont...*

*It’s a... season*

- **winter**
- **spring**
- **summer**
- **autumn**

---

### Children’s language

*Les couleurs sont...*

*It’s a... season*
## Unit 17 Overview
### Session 6
#### Preparing a performance

<table>
<thead>
<tr>
<th>Framework objectives</th>
<th>Main activities</th>
<th>ICT opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS.1 Prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts.</td>
<td>Prepare a class performance based on the previous session. You may want to incorporate the music from Vivaldi’s The Four Seasons and include some movement. You may like to choose two confident children as actors who will ‘walk’ through the year and decide which season they prefer. Extension: give children some additional expressions to include, eg <em>j’adore le printemps, c’est si clair.</em> (I love spring, it’s so light.)</td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
</tr>
<tr>
<td>OS.4 Prepare a short presentation on a familiar topic.</td>
<td>Children work with their season talk partner from the previous session to create a script that they will use for their performance. Display a writing frame on the board for support. You may like to choose two confident children as actors who will ‘walk’ through the year and decide which season they prefer.</td>
<td></td>
</tr>
<tr>
<td>LLS Plan and prepare – analyse what needs to be done to carry out a task.</td>
<td></td>
<td>Using a private wiki, the children can write their scripts collaboratively with or without the need for support such as a writing frame or word bank.</td>
</tr>
</tbody>
</table>

**Support**

Less confident children may say single words, or benefit from a writing frame to create longer sentences when writing their scripts.

**Extension**

Encourage more confident children to use additional language, either provided or that they have looked up in a dictionary.

**Prior knowledge**

It is helpful if children already have experience of writing and learning scripts.

### Throughout the week

<table>
<thead>
<tr>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children practise their performance.</td>
<td>Children could perform to others in assembly. Children could create a class display with images and statements based on their performances, persuading others that their season was the best. Video the final performances and add the music from The Four Seasons as a soundtrack to each scene. This could be mixed first with the audio track using sound editing software so that the volume of the music is lowered or ‘ducked’ when the children are talking. Include a title, script and credits. Publish the resulting film on the class blog.</td>
</tr>
</tbody>
</table>

*\*ICT opportunities*\*

*(levels of difficulty 1 = easier, 3 = more complex)*
### Learning outcomes

**Children:**
- memorise a rhyme and repeat this with correct pronunciation and intonation
- use tone of voice and gesture to convey meaning

### Teaching tips
- Ensure you have a mix of abilities in each season group
- Children may wish to use props in their performance to clearly identify the season
- Encourage more confident children to develop their actions, tone and facial expression to help emphasise the characteristics, rather than rely solely on props

### National Curriculum links

**Primary Framework for Literacy**

**Strand 4** Drama; Y4 Develop scripts based on improvisation; comment constructively on plays and performances, discussing effects and how they are achieved.

**ICT**

- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (e.g., displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).

### Resources

- Props for a performance
- **ICT resources**
  - Digital video camera
  - Microphone
  - Access to a class wiki
  - Access to a class blog
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td>l’hiver (m)</td>
<td>winter</td>
<td>l’hiver (m)</td>
<td>winter</td>
</tr>
<tr>
<td>le printemps</td>
<td>spring</td>
<td>le printemps</td>
<td>spring</td>
</tr>
<tr>
<td>l’été (m)</td>
<td>summer</td>
<td>l’été (m)</td>
<td>summer</td>
</tr>
<tr>
<td>l’automne (m)</td>
<td>autumn</td>
<td>l’automne (m)</td>
<td>autumn</td>
</tr>
<tr>
<td>chaud/froid</td>
<td>warm/cold</td>
<td>chaud/froid</td>
<td>warm/cold</td>
</tr>
<tr>
<td>clair/sombre</td>
<td>light/dark</td>
<td>clair/sombre</td>
<td>light/dark</td>
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<tr>
<td>heureux/triste</td>
<td>happy/sad</td>
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<tr>
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<td>colourful/dull</td>
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<tr>
<td>agité/calme</td>
<td>excited/calm</td>
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<td>It is hot and the season is happy, colourful and light. The colours are green, yellow and red</td>
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<tr>
<td>J’adore le printemps, c’est si clair</td>
<td>I love spring, it’s so light</td>
<td>J’adore le printemps, c’est si clair</td>
<td>I love spring, it’s so light</td>
</tr>
</tbody>
</table>
### Learning objectives
- To apply the knowledge, skills and understanding from this unit

### Teaching activities
- Children perform their play to an audience. Film or photograph this with a digital camera. Children involved in the performance could store the film on their personal space on a learning platform, to celebrate their achievement and to record it as evidence of progress

### Learning outcomes
- Memorise a rhyme and repeat this with correct pronunciation and intonation
- Use tone of voice and gesture to convey meaning

### Points to note
- Follow-up: children view the film or photographs of their performance. They discuss and evaluate it, using the ‘two stars and a wish’ formula to highlight achievements and suggest improvements for the future
- Follow-up: using photographs and scripts from their performance, children create a class multimedia presentation

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### Le retour du printemps

**Dans la prairie, ce matin**
Une hirondelle m’a dit: “Viens
Viens, viens, viens
Le printemps est sur le chemin.”

(Refrain)
Tape les mains, c’est l’printemps qui revient
Tape les pieds, c’est l’printemps qui renaît

**Dans la forêt, ce matin**
Un écureuil m’a dit: “Viens
Viens, viens, viens
Le printemps est sur le chemin.”

(Refrain)
Près de l'étang, ce matin
Une grenouille m'a dit: «Viens
Viens, viens, viens
Le printemps est sur le chemin.”

(Refrain)

### The return of spring

**In the meadow this morning**
A swallow said to me: ‘Come
Come, come, come
Spring is on its way.’

(Chorus)
Clap your hands, spring is coming again
Tap your feet, spring is reborn

**In the forest this morning**
A squirrel said to me: ‘Come
Come, come, come
Spring is on its way.’

(Chorus)

**By the pond this morning**
A frog said to me: ‘Come
Come, come, come
Spring is on its way.’

(Chorus)
Unit 18 The planets/Les planètes

Overview
Session 1: Introducing the planets
Session 2: Describing the planets
Session 3: Writing about a planet
Session 4: Distances from the sun
Session 5: Making compound sentences
Session 6: Preparing a presentation
In this unit, children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. At the end of the unit, children present their knowledge using ICT or by making a booklet.

Prior learning
It is helpful if children already know:
- the planets and their order in English
- days of the week
- agreement and position of adjectives
- à gauche/à droite
- le soleil
- chaud/froid
- what a subordinate clause is
- qualifier: très
- how to create a presentation using software

New language content
- Giving a description of a planet
- Making statements about the position of a planet
- Classifying nouns, adjectives and verbs
- Prepositions: près de, loin de
- Qualifiers: assez, très
- Compound sentences with parce que
- Phonic focus: revision of common phonemes; hearing individual phonemes in words and using this to aid writing

Where this unit fits in
Children have already been introduced to the agreement and position of adjectives (Units 4, 11, 13 and 16). In this unit they have opportunities to use their knowledge in a different context. Confidence in speaking and presenting their work in written form should be improving at this stage. Children should enjoy using the language creatively to make an oral or written presentation about the planets.

End of unit activity
Children prepare a presentation or booklet on a real or imagined planet using the vocabulary from the unit.

Expectations

At the end of this unit
Most children will:
- describe the position of the planets and some of their characteristics;
- use feminine agreements of adjectives;
- write short sentences in a presentation or booklet.

Some children will not have made so much progress and will:
- understand the names of the planets;
- say single words or need prompting to recall vocabulary and structures;
- copy short phrases.

Some children will have progressed further and will:
- retrieve information from extended descriptions about the planets;
- write in accurate French, showing attention to adjectival agreement;
- demonstrate creativity and imagination in their use of language.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O5.1</th>
<th>O5.2</th>
<th>O5.3</th>
<th>O5.4</th>
<th>L5.1</th>
<th>L5.2</th>
<th>L5.3</th>
<th>IU5.1</th>
<th>IU5.2</th>
<th>IU5.3</th>
<th>KAL</th>
<th>LLS</th>
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<tbody>
<tr>
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</table>
National Curriculum links

Primary Framework for Literacy

Strand 6  Word structure and spelling; Y4 Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.

Strand 11  Sentence structure and punctuation; Y2 Write simple and compound sentences and begin to use subordination in relation to time and reason; Y3 Show relationships of time, reason and cause through subordination and connectives.

Strand 12  Presentation; Y5 Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes.

ICT

1b  Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy.

2a  Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3b  Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

4b  Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others.

Science

This unit links to Sc4 Physical Processes: the Earth and Beyond.

Resources

- Picture flashcards or images of the nine planets, the moon and the sun (see Session 1, 'Teaching tips')
- Ball
- Feely bag
- CD of French music or songs
- Word and text cards for making sentences
- Dice
- Plasticine
- Cards for a Pelmanism game to match planets with their descriptions
- Word and phrase bank
- Access to images for use in presentation booklets

ICT resources

- Downloadable animations of the planets
- Access to internet for images of planets
- Downloadable word template for making word cards
- Digital video camera
- Digital slideshow software
- Microphone
- Access to a class blog
- Flipchart/notebook or multimedia presentation software
- Access to the internet for images of the planets
- Drag and drop function on the interactive whiteboard
- Self-authoring package for creating interactive exercises
- Word processing package with drop-down menu facility
- Video editing software
- Videoconferencing facilities
### Session 1
**Introducing the planets**

#### Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLS</td>
<td>Look and listen for visual and aural clues.</td>
</tr>
<tr>
<td>KAL</td>
<td>Develop accuracy in pronunciation and intonation.</td>
</tr>
<tr>
<td>O4.2</td>
<td>Listen for specific words and phrases.</td>
</tr>
<tr>
<td>L4.4</td>
<td>Write simple words and phrases using a model and some words from memory.</td>
</tr>
</tbody>
</table>

#### Main activities

1. **Use picture flashcards or images on the interactive whiteboard to introduce the nine planets and to practise pronunciation.** Say the first syllable or sound of a planet’s name and children complete the word, e.g. *Mer-cure*. Children could clap the names using a pattern of beats (see Unit 14).

2. **Invite children to recall the names of the planets in the correct order.** Display images of planets on the interactive whiteboard and ask children to drag and drop them into the correct order while saying them out loud.

#### Support

Written phrases can be accompanied by visual prompts for those children who require more support with their reading.

#### Extension

Invite individual children to use the pictures to lead a teaching sequence for the class to consolidate the planet names.

Ask them what helps them remember the order of the planets, e.g. do they use a mnemonic? Children research mnemonics that French children might use for the planets.

#### Prior knowledge

It is helpful if children already know the days of the week, *le soleil*, the planets and their order in English.

#### ICT opportunities

**(levels of difficulty 1 = easier, 3 = more complex)**

1. There are many beautiful images of planets on the internet, e.g. on the NASA website [www.nasa.gov](http://www.nasa.gov) and you can also find animations that show the planets revolving.

2. You could make a model of the solar system on an interactive whiteboard screen.

1. Display images of planets on the interactive whiteboard and ask children to drag and drop them into the correct order while saying them out loud.

2. Using presentation software to display each planet image, embed sound files of the planet names. Children play the sound files and annotate the spelling on the screen.

2. Create a presentation on the interactive whiteboard with images of the planets including *le soleil* and *la lune*. Embed sound files to model pronunciation. Use custom animation to show clues (e.g. the first letter) and then the whole word for the days of the week associated with each image. Children can access these as prompts or to check their ideas.

Play Ping-Pong where you ‘bat’ a planet, the moon or the sun and children ‘bat’ back a day of the week.
### Throughout the week

**Main follow-up activities**

- Children create solar system mobiles and label these in French.
- Brainstorm common phonemes with the class and draw up a tally chart. Read out the names of the planets. In pairs, the children tally the number of times they hear each phoneme. Which is the most common? (Surprisingly, there are very few different phonemes among these words and the sound u predominates.)

**ICT follow-up activities**

- Children research the origins of the names of the planets with the days of the week and then record a podcast explaining their findings, practising their pronunciation and making sound spelling links between French and English.
- Create a stop frame animation using plasticine, a digital stills camera and a space background. Introduce the different planets in size order and position relative to each other, with written prompts and voiceover.

### Learning outcomes

**Children:**
- say new words with accurate pronunciation and intonation
- use clues to help them understand and remember new words

### National Curriculum links

**ICT**

1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (eg finding information from books or newspapers, creating a class database, classifying by characteristics or purpose, checking the spelling of names is consistent)

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

4b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others.

### Teaching tips

- The nine planets are: **Mercure** (Mercury), **Vénus** (Venus), **la Terre** (the Earth), **Mars** (Mars), **Jupiter** (Jupiter), **Saturne** (Saturn), **Uranus** (Uranus), **Neptune** (Neptune) and **Pluton** (Pluto)
- Note that Pluto is now classified as a ‘dwarf planet’, **une planète naine**
- Ensure that the planets are introduced in the correct order, so that children get used to this
- The days of the week associated with the planet names in French are: **lundi** = la lune, **mardi** = mars, **mercredi** = mercure, **jeudi** = Jupiter, **vendredi** = venus, **samedi** = saturne
- The game **Touchez l’image** can be adapted for any theme

### Resources

- Picture flashcards or images of the nine planets, the moon and the sun
- Ball
- Word cards of the planet names

**ICT resources**

- Access to internet for images of planets
- Downloadable animations of the planets
- Downloadable word template for making word cards
- Digital video camera
- Digital slideshow software
- Microphone
- Access to a class blog
### Le langage du prof

<table>
<thead>
<tr>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecoutez et répétiez/Ecoute et répète</td>
<td>Ecoutez et répétiez/Ecoute et répète</td>
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<tr>
<td>Associez/Associe un jour à une planète</td>
<td>Associez/Associe un jour à une planète</td>
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<tr>
<td>Touchez l’image</td>
<td>Touchez l’image</td>
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<tr>
<td>Mercure</td>
<td>Mercure</td>
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<td>Vénus</td>
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<td>Mars</td>
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<td>Jupiter</td>
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<td>Saturne</td>
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<td>Uranus</td>
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<td>Neptune</td>
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<tr>
<td>Pluto</td>
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<tr>
<td>la Terre</td>
<td>la Terre</td>
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<td>la lune</td>
<td>la lune</td>
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<tr>
<td>le soleil</td>
<td>le soleil</td>
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<tr>
<td>lundi</td>
<td>lundi</td>
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<tr>
<td>mardi</td>
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<td>mercredi</td>
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<td>jeudi</td>
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<td>vendredi</td>
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<td>samedi</td>
<td>samedi</td>
</tr>
<tr>
<td>dimanche</td>
<td>dimanche</td>
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</tbody>
</table>

### Children's language

<table>
<thead>
<tr>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercury</td>
</tr>
<tr>
<td>Venus</td>
</tr>
<tr>
<td>Mars</td>
</tr>
<tr>
<td>Jupiter</td>
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<tr>
<td>Saturn</td>
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<tr>
<td>Uranus</td>
</tr>
<tr>
<td>Neptune</td>
</tr>
<tr>
<td>Pluto</td>
</tr>
<tr>
<td>the Earth</td>
</tr>
<tr>
<td>the moon</td>
</tr>
<tr>
<td>the sun</td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
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<tr>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
</tbody>
</table>
Session 2
Describing the planets
1 of 4

Framework objectives

L5.2 Make simple sentences and short texts.
KAL Recognise the typical conventions of word order in the new language.
LLS Apply grammatical knowledge to make sentences.

Support
Use interactive whiteboard software to allow children to drag words into correct order.

Extension
Children ask and answer each other’s questions about the planets.

Prior knowledge
It is helpful if children already know agreement and position of colour adjectives.

Main activities

- Use picture flashcards or images to recap the names of the nine planets.
- Play *Passez le ballon* where a ball is passed around the class. As the ball passes from one child to another they name the next planet. Perform a Mexican Wave to further consolidate the vocabulary (see Unit 3, Session 5).
- Show images of Mercury, Earth, Mars, Jupiter, Neptune and Pluto. Ask children questions about the planets, eg *Quelle planète est ... rouge, verte, grande, petite, bleue, rapide?* (Which planet is ... red, green, large, small, blue, fast?).
- Ask some differentiated questions, eg:
  - *Mars est une planète bleue. Oui ou non?* (Mars is a blue planet. Yes or no?)
  - *Mars est une planète bleue ou une planète rouge?* (Is Mars a blue planet or a red planet?)
  - *De quelle couleur est Mars?* (What colour is Mars?)
- Select the planets Mars, Jupiter and Mercury and invite children to give a simple sentence to describe each one, eg *Mars est une planète rouge. Jupiter est une grande planète. Mercure est une planète rapide.* (Mars is a red planet. Jupiter is a large planet. Mercury is a fast planet.) Write the sentences on the board, leaving space for an English translation later.
- Invite children to the board and ask them to underline, in different colours, *les noms* (nouns), *les noms propres* (proper nouns) and *les adjectifs* (adjectives). Ask the class to read them aloud.
- Ask children to give the English translations and write these under the French sentences. Discuss similarities and differences in words and sentence structure, eg the position of adjectives.

ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

- The warm-up could be done on the interactive whiteboard using the appear/disappear, spotlight or slow reveal functions.
- Create a flipchart/notebook on the interactive whiteboard containing images of the different planets with a phrase bank underneath so children can create sentences by dragging the words into the correct order. Children type correct sentences on the flipchart.
- Use the interactive whiteboard to underline the words in colour and then save a copy of the finished work. Print out a copy for children needing more support. NB check that phrases are visible from a distance.

Back Next Contents Unit 18 Overview Unit 18 Session: 1 2 3 4 5 6 Print Quit
## Main activities (continued)

Children work in pairs to think of a rule to help them build descriptive sentences, e.g., colour adjectives come after the noun. They write their suggestions on mini-whiteboards and feed back to the class. Some children may prefer to work in pairs to ‘collect’ the adjectives on their mini-whiteboards.

## ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Use the interactive whiteboard to draw together and save the children’s suggestions and conclusions to summarise and synthesise their learning and understanding.

### Throughout the week

**Main activities (continued)**

- ICT opportunities (continued)

### Main follow-up activities

- Create a class poster of language rules which can be added to in the following year.

### ICT follow-up activities

- Children create a podcast explaining word order in the context of the sentences they have been producing. Some children may also be able to explain why some adjectives need an *e* added at the end (adjectival agreement).

### Learning outcomes

**Children:**
- ask and answer questions about the planets
- describe a rule about position and agreement of colour adjectives

### National Curriculum links

#### Primary Framework for Literacy
- **Strand 2**  Listening and responding; Y5 Identify different question types and evaluate their impact on the audience.
- **Strand 11** Sentence structure and pronunciation; Y3 Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.

#### ICT
- **2a**  Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).
- **3b**  Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).
Teaching tips

- Differentiated questions can elicit a simple yes/no response, so give children a choice of answer or be open-ended. Encourage children to answer in a full sentence where appropriate.
- Always check that colours are visible and distinguishable from each other when viewed on the interactive whiteboard and from a distance.

Resources

- Picture flashcards or images of the nine planets, the moon and the sun
- Ball

**ICT resources**
- Flipchart/notebook or multimedia presentation software
- Word processing software
- Drag and drop function on the interactive whiteboard
- Access to the internet for images of the planets
### Le langage du prof

- Mercure, Vénus, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton
- Quelle planète est … rouge, verte, grande, petite, bleue, rapide?
- Mars est une planète bleue. Oui ou non?
- Mars est une planète bleue ou une planète rouge?
- De quelle couleur est Mars?
- Mars est une planète rouge
- Jupiter est une grande planète
- Mercure est une planète rapide

### Le langage des enfants

- Mercure, Vénus, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton
- Which planet is … red, green, large, small, blue, fast?
- Mars is a blue planet. Yes or no?
- Is Mars a blue planet or a red planet?
- What colour is Mars?
- Mars is a red planet
- Jupiter is a large planet
- Mercury is a fast planet

### Children's language

- Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto
- red, green, blue
- large, small, fast
- Mars is a red planet
- Jupiter is a large planet
- Mercury is a fast planet
## Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L5.3</td>
<td>Write words, phrases and short sentences, using a reference.</td>
</tr>
<tr>
<td>KAL</td>
<td>Recognise the different conventions of word order in the new language.</td>
</tr>
<tr>
<td>LLS</td>
<td>Apply grammatical knowledge to make sentences.</td>
</tr>
</tbody>
</table>

## Main activities

1. **Writing about a planet**
   - **Support**: Use the drop-down menus in a word processing package to give children more support in the placement of adjectives. For the fourth activity support less confident children with a list of six gapped sentences ready for them to complete.
   - **Extension**: Children create sentences about planets using two adjectives. They focus on the word order and use of *et* (and).
   - **Prior knowledge**: It is helpful if children already know agreement and position of adjectives of colour and size.

## ICT opportunities

1. **Play Cadeau musical (Pass the Parcel)**: Place word cards of the planets in a bag and pass it around to music. When the music stops, the child with the bag pulls out a card, shows it to the class and they read it aloud. The child places the card on the board in the correct order of the planets.
2. **Choose six planets and display images on the board. Number each one. In pairs, children throw a die and write a sentence about the corresponding planet.**

## Main follow-up activities

- Children add descriptive sentences to a wall display of planets. They could extend the quiz from the last session into an interactive class display, by making a 'lift-the-flap' presentation about a planet of their choice. They write one of the questions on the front and give the answer under the flap.

## ICT follow-up activities

- Create a bank of jumbled sentence exercises using a self-authoring package for children to practise word order. This could be done at school or at home if the activities were posted on a website or blog.
### Learning outcomes

**Children:**
- identify word classes
- create a simple sentence to describe a planet

### National Curriculum links

**ICT**
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

### Teaching tips
- For the Jack-in-the-Box activity support less confident children by allocating them words with easy to identify word groups. You can also use different colour cards for different word types, eg pale orange for nouns, dark orange for proper nouns, yellow for adjectives.
- For the group word-ordering exercise, provide colour coding for groups that may need additional support.

### Resources
- CD of French music or songs
- Word cards of the planet names
- Feely bag
- Word and text cards for making sentences
- Dice

### ICT resources
- Flipchart/notebook or multimedia presentation software
- Self-authoring package for creating multimedia exercises
- Drag and drop function on the interactive whiteboard
- Word processing package with drop-down menu facility

### Le langage du prof

<table>
<thead>
<tr>
<th>C'est quelle planète?</th>
<th>Which planet is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisez/lis la phrase</td>
<td>Read the sentence</td>
</tr>
<tr>
<td>Pouvez-vous changer l'adjectif?</td>
<td>Can you change the adjective?</td>
</tr>
<tr>
<td>le diable à ressort</td>
<td>the Jack-in-the-Box</td>
</tr>
<tr>
<td>Mercure, Vénus, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton</td>
<td>Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto</td>
</tr>
<tr>
<td>rouge, bleue, verte</td>
<td>red, blue, green</td>
</tr>
<tr>
<td>grande, petite, rapide</td>
<td>big, small, fast</td>
</tr>
<tr>
<td>Mars est une planète rouge</td>
<td>Mars is a red planet</td>
</tr>
<tr>
<td>Jupiter est une grande planète</td>
<td>Jupiter is a large planet</td>
</tr>
<tr>
<td>Mercure est une planète rapide</td>
<td>Mercury is a fast planet</td>
</tr>
</tbody>
</table>

### Teacher's language

- un nom
- un nom propre
- un adjectif

### Le langage des enfants

| Mercure, Vénus, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton rouge, bleue, verte grande, petite, rapide Mars est une planète rouge Jupiter est une grande planète Mercure est une planète rapide |
|----------------------|---------------------|
| Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto red, blue, green big, small, fast Mars is a red planet Jupiter is a large planet Mercury is a fast planet |

### Children's language

- Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto
- red, blue, green
- big, small, fast
- Mars is a red planet
- Jupiter is a large planet
- Mercury is a fast planet
<table>
<thead>
<tr>
<th>Framework objectives</th>
<th>Main activities</th>
<th>ICT opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS.3 Listen attentively and understand more complex phrases and sentences.</td>
<td>Display the planet names on the board and practise their pronunciation. Invite children to come out to the front to arrange them in the correct order against the clock. Clarify near and far on this scale.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex) Create draggable word cards on the interactive whiteboard which children can put into order. Use the stopwatch tool to time them.</td>
</tr>
<tr>
<td>KAL Manipulate language by changing an element in a sentence.</td>
<td>Draw a line on the board and mark the sun at one end. Ask which planet is next, eg <em>Voici le soleil. Ensuite, c’est quelle planète?</em> to elicit <em>Mercure.</em> (Here is the sun. Which planet is next?) Use a gesture to illustrate the meaning as you tell children <em>Mercure est près du soleil</em> (Mercury is near the sun) and place the corresponding planet label on the line. Point to the sun and tell children <em>C’est chaud, très chaud!</em> (It’s hot, it’s very hot!) Point to Mercury and say <em>Mercure est près du soleil. Mercure est une planète chaude</em> (Mercury is near the sun. Mercury is a hot planet.) as you write it on the board. Ask children if they can hear the difference in pronunciation and see the difference in spelling between <em>chaud</em> and <em>chaude.</em> Ask them to explain the reasons.</td>
<td>Use interactive whiteboard software to create draggable word cards and draw a line using the ruler tool. Type text on the board and use the pen tool to highlight differences in spelling. Draw a line and put soleil at the left end. Place each word card in the correct order along the line from <em>le soleil.</em></td>
</tr>
<tr>
<td>LLS Look and listen for visual and aural clues.</td>
<td>Go to the other end of the line and ask <em>Et ici, c’est quelle planète?</em> (And here, which planet is this?) Ask a child to select the corresponding planet label and place it on the line. Use gesture to illustrate the meaning as you say <em>Pluton est loin du soleil.</em> (Pluto is far away from the sun) and write it on the board. Ask <em>Pluton est une planète chaude ou froide?</em> (Is Pluto a hot or cold planet?) Write the answer in a sentence, pointing out the difference between <em>froid</em> and <em>froide.</em></td>
<td>Create a multimedia presentation including custom animations and text prompts showing the distances between different planets on a line.</td>
</tr>
</tbody>
</table>

Support
For the fourth activity, provide a linear model with sun and planets to help illustrate relative distances.
Accept single word responses from some children.

Extension
Children describe the planets for the class to guess.

Prior knowledge
It is helpful if children already know the qualifier *très* and the adjectives *chaud/froid.*
Invite three children to the front to take on the role of the sun, Mercury and Pluto. They greet the class and introduce themselves as the planets, eg Bonjour, je m’appelle Soleil.

Invite them to stand in the appropriate position to show their distance from the sun. Ask the class differentiated questions, eg:
- Mercure est loin du soleil? Oui ou non? (Is Mercury far from the sun? Yes or no?)
- Pluton est une planète froide ou chaude? (Is Pluto a cold or hot planet?)
- Décrivez Mercure (Describe Mercury)

Give children time to whisper the answer to their partner before putting up their hands. Children portraying the planets can use gesture and drama to support meaning.

Invite seven other children to be planets and to stand in their appropriate places in the line. Present the planets using the qualifiers assez and très (quite and very), eg Uranus est une planète froide. (Uranus is a cold planet.) Saturne est une planète assez froide. (Saturn is quite a cold planet.) Neptune est une planète très froide. (Neptune is a very cold planet.) Ask children to discuss the meanings in pairs.

Give a simple description of a planet, eg Je pense à une planète qui est assez chaude (I’m thinking of a planet that is quite hot). Children suggest a planet. Encourage them to use full sentences in their replies.
### Throughout the week

Practise using qualifiers (*assez, très*) in a different context, eg *il fait très chaud.*

### Main follow-up activities

As a PE warm-up, stand at one end of the hall as the sun and call out a planet. If the planet is close to the sun, children run to stand near you. Alternatively, call out, eg *très froid*, and children run to an appropriate distance. You could also designate corners or areas of the room as specific planets. When the name of a particular planet is shouted out, children run to that part of the room.

### ICT follow-up activities

Create a video clip of children pretending to be different planets and holding up word cards. They position themselves along a line and say whether they are close to or far away from each other and whether they are hot or cold. Alternatively, create a one-stop animation using plasticine planets and record a voiceover for each sentence.

### Learning outcomes

**Children:**
- understand the main points from speech that contains unfamiliar language
- use qualifiers in simple sentences

### National Curriculum links

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- Grammar point: when using *près de/loin de* to describe distance from a planet named with a proper noun, the *de* does not change, eg *près de Mercure.* When it is followed by a masculine noun, however, *de* changes to *du,* eg *près du soleil*
- When introducing *près de/loin de,* reinforce the idea with hand movements, hands apart and moving in or hands together and moving apart
- For help in finding appropriate relative distances between planets, look online for similar models
- Take the opportunity to revise the phoneme *oi (loin)* and add *loin* to the *oi* page of a class word bank

### Resources

- Picture flashcards or images of the nine planets, the moon and the sun
- Ball
- Plasticine

**ICT resources**
- Flipchart/notebook or multimedia presentation software
- Digital video or still camera
- Microphone
- Video editing software
<table>
<thead>
<tr>
<th><strong>Le langage du prof</strong></th>
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<th><strong>Le langage des enfants</strong></th>
<th><strong>Children's language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Voici le soleil. Ensuite, c'est quelle planète?</td>
<td>Here is the sun. Which planet is next?</td>
<td>Ensuite, c'est ... Mercure, Vénus, etc</td>
<td>Next is ... Mercury, Venus, etc</td>
</tr>
<tr>
<td>ensuite</td>
<td>next</td>
<td>Ici, c'est Pluton</td>
<td>Here, this is Pluto</td>
</tr>
<tr>
<td>ici</td>
<td>here</td>
<td>Pluton est une planète froide</td>
<td>Pluto is a cold planet</td>
</tr>
<tr>
<td>près de (près du soleil)</td>
<td>near (near the sun)</td>
<td>près de (près du soleil)</td>
<td>near (near the sun)</td>
</tr>
<tr>
<td>loin de (loin du soleil)</td>
<td>far from (far from the sun)</td>
<td>loin de (loin du soleil)</td>
<td>far from (far from the sun)</td>
</tr>
<tr>
<td>Mercure est près du soleil</td>
<td>Mercury is near the sun</td>
<td>Mercure est loin du soleil? Oui ou non?</td>
<td>Is Mercury far from the sun? Yes or no?</td>
</tr>
<tr>
<td>C'est chaud, très chaud!</td>
<td>It's hot, it's very hot!</td>
<td>C'est chaud, très chaud!</td>
<td>It's hot, it's very hot!</td>
</tr>
<tr>
<td>froide/chaude (f)</td>
<td>cold/hot</td>
<td>froide/chaude (f)</td>
<td>cold/hot</td>
</tr>
<tr>
<td>Mercure est une planète chaude</td>
<td>Mercury is a hot planet</td>
<td>Mercure est une planète chaude</td>
<td>Mercury is a hot planet</td>
</tr>
<tr>
<td>Pluton est une planète froide ou chaude?</td>
<td>Is Pluto a cold or a hot planet?</td>
<td>Pluton est une planète froide ou chaude?</td>
<td>Is Pluto a cold or a hot planet?</td>
</tr>
<tr>
<td>Décrivez Mercure</td>
<td>Describe Mercury</td>
<td>Décrivez Mercure</td>
<td>Describe Mercury</td>
</tr>
<tr>
<td>assez/très</td>
<td>fairly/very</td>
<td>assez/très</td>
<td>fairly/very</td>
</tr>
<tr>
<td>Saturne est une planète assez froide</td>
<td>Saturn is quite a cold planet</td>
<td>Saturn est une planète assez froide</td>
<td>Saturn is quite a cold planet</td>
</tr>
<tr>
<td>Neptune est une planète très froide</td>
<td>Neptune is a very cold planet</td>
<td>Neptune est une planète très froide</td>
<td>Neptune is a very cold planet</td>
</tr>
<tr>
<td>Je pense à une planète qui est assez chaude</td>
<td>I'm thinking of a planet which is quite hot</td>
<td>Je pense à une planète qui est assez chaude</td>
<td>I'm thinking of a planet which is quite hot</td>
</tr>
</tbody>
</table>
### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O5.3</td>
<td>Listen attentively and understand more complex phrases and sentences.</td>
</tr>
<tr>
<td>L5.2</td>
<td>Make simple sentences and short texts.</td>
</tr>
<tr>
<td>KAL</td>
<td>Manipulate language by changing an element in a sentence.</td>
</tr>
</tbody>
</table>

### Main activities

**Play ** *Le téléphone arabe* (Chinese Whispers) in teams. Whisper a different description of a planet to the first person in each team, eg *une planète rouge.* The team pass the sentence along until it reaches the last member, who then runs and collects the correct text or picture flashcard. Some teams may need adult support to play this.

On the board, revise a selection of sentences from the previous session, eg *La Terre est une planète chaude. La Terre est assez près du soleil.* Ask children how they can join these two sentences together, using the connective *parce que* to elicit *La Terre est une planète assez chaude parce que la Terre est assez près du soleil* (Earth is quite a hot planet because Earth is quite close to the sun). Repeat for other planets.

Give groups of children word cards so they can make two sentences about the planets and join them with *parce que.* They read aloud their sentences to the rest of the class.

Put an example of a compound sentence in English on the board, eg *Mercury is a very hot planet because Mercury is very close to the sun.* Invite comments on how this could be improved. Highlight the use of pronouns and show how ‘Mercury’ can be replaced with ‘it’ in the second part of the sentence. Model a comparable sentence in French using *elle,* eg *Mercure est une planète très chaude parce qu’elle est très près du soleil* (Mercury is a very hot planet because it is very close to the sun). Practise as a class with a selection of sentences. Invite volunteers to come to the front and make some human sentences with word cards.

**Explain to children that in the next session they will be designing a presentation or booklet about either a real or imagined planet.**

### ICT opportunities

*Create compound sentences on the interactive whiteboard by dragging word cards either side of the connective *parce que.**

*Use presentation or word processing software to present compound sentences. Using presentation software, make a hyperlink over each noun that may be replaced by a pronoun. When you move the mouse over the noun, children will see the correct pronoun. Using word processing software, make a bookmark, eg *elle.* Make a hyperlink from a feminine noun to the bookmark, which will be revealed when you move the mouse over the noun. Children can then delete the noun and replace it with the pronoun that appears in the bookmark.

*With presentation software, create a slideshow and use custom animations to illustrate how nouns can be replaced by pronouns.*
### Session 5
**Making compound sentences**

#### Throughout the week
Children practise joining sentences using *parce que*.

#### Main follow-up activities
Children research images for their presentations or booklets.

#### ICT follow-up activities
Using a self-authoring package, create activities where children match one half of a compound sentence with its pair.

### Learning outcomes
**Children:**
- understand the main points from speech that includes unfamiliar language
- make a sentence using word cards and read it aloud
- make a compound sentence

### Teaching tips
- The interactive whiteboard is ideal for showing children how to build and extend compound sentences by moving words apart and inserting other words, such as adjectives and qualifiers. If the board has a screen recording function, insert a microphone into the computer and let individual children drag words into a sentence, speaking the words as they do so. Play back the sequence to the class to evaluate and discuss. This method encourages children to learn from each other
- Children will be familiar with making information booklets through their work in Literacy

### National Curriculum links
**Primary Framework for Literacy**
- Strand 11: Sentence structure and punctuation; Y2 Write simple and compound sentences and begin to use subordination in relation to time and reason; Y3 Show relationships of time, reason and cause through subordination and connectives.
- The last activity links to information writing in Y3 (Unit 2 text types).

**ICT**
- 2a: Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3b: Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Resources
- Flashcards of planets
- Word cards for making example sentences
- **ICT resources**
  - Self-authoring package for creating interactive activities
  - Multimedia presentation software
  - Word processing software
  - Microphone
### Le langage du prof

<table>
<thead>
<tr>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Le téléphone arabe</strong>&lt;br&gt;Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto&lt;br&gt;<em>près de (près du soleil)</em>&lt;br&gt;Mercury is near the sun&lt;br&gt;<em>loin de (loin du soleil)</em>&lt;br&gt;Mercury is far from the sun&lt;br&gt;<em>froide/chaude (f)</em>&lt;br&gt;Mercury is a cold planet&lt;br&gt;<em>assez/très</em>&lt;br&gt;Mercury is a fairly hot planet&lt;br&gt;<em>parce que</em>&lt;br&gt;The Earth is a hot planet because it is very close to the sun&lt;br&gt;<em>elle (f)</em>&lt;br&gt;Mercure est une planète très chaude parce qu’elle est très près du soleil</td>
<td>**Mercure, Vénus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto&lt;br&gt;<em>près de (près du soleil)</em>&lt;br&gt;Mercury is near the sun&lt;br&gt;<em>loin de (loin du soleil)</em>&lt;br&gt;Mercury is far from the sun&lt;br&gt;<em>froide/chaude (f)</em>&lt;br&gt;Mercury is a cold planet&lt;br&gt;<em>assez/très</em>&lt;br&gt;Mercury is a very cold planet&lt;br&gt;<em>parce que</em>&lt;br&gt;The Earth is a fairly hot planet because it is very close to the sun&lt;br&gt;<em>elle (f)</em>&lt;br&gt;Mercure est une planète très chaude parce qu’elle est très près du soleil</td>
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</tbody>
</table>
## Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O5.4</td>
<td>Prepare a short presentation on a familiar topic.</td>
</tr>
<tr>
<td>L5.3</td>
<td>Write words, phrases and short sentences using a reference.</td>
</tr>
</tbody>
</table>

### Support

Differentiate the Pelmanism game by allowing some children to match names of planets to pictures.

### Extension

Children make a mini-encyclopaedia about the planets.

### Prior knowledge

It is helpful if children already know how to make a slideshow or poster using presentation software or a desktop publishing package.

## Main activities

Ask children to work in pairs to play Pelmanism. Give each pair a set of cards containing names of planets and short descriptions. They place the cards face down and take it in turns to turn over two cards. If they turn over a description that matches the planet, they keep the cards. If not, they turn the cards back over, keeping them in the same place. The winner is the player with the most matching pairs at the end.

Show an example of a presentation created with presentation software and discuss this with the class. Display a word and phrase bank to support children as they prepare their presentations or booklets about a real or imagined planet.

## ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

- **1**  
  Create a Pelmanism activity using a self-authoring package.

- **2**  
  Children create their own slideshows using presentation software including animations and sentence descriptions.

## Main follow-up activities

Children complete their presentations or booklets.

## ICT follow-up activities

- If the school is linked with a French-speaking school, presentations can be emailed. Children can explore and compare the science curriculum in the two schools. Via a videoconference, children give presentations to their partner school.
- Embed presentations on a website or blog and invite comments from the partner school.
## Learning outcomes

**Children:**
- remember, retain and recall words, phrases and sentences
- choose words, phrases and sentences and write them as picture captions
- use a reference source to check the spellings of familiar words
- present their work with confidence and clarity

## Teaching tips

- The interactive whiteboard is ideal for showing children how to build and extend compound sentences by moving words apart and inserting other words, such as adjectives and qualifiers. If the board has a screen recording function, insert a microphone into the computer and let individual children drag words into a sentence, speaking the words as they do so. Play back the sequence to the class to evaluate and discuss. This method encourages children to learn from each other.

## National Curriculum links

### Primary Framework for Literacy

**Strand 12** Presentation; Y5 Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes.

The extension activity links to Y5 work on creating information texts with a variety of elements, eg labelled explanatory diagram, reporting chart, etc.

### ICT

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

## Resources

- Access to images for use in booklets
- **ICT resources**
  - Multimedia presentation software
  - Video conferencing facilities
  - Self-authoring package for creating interactive exercises
  - Access to a class blog
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Le téléphone arabe</strong></td>
<td>Chinese Whispers</td>
<td><strong>Mercure, Vénus, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton</strong></td>
<td><strong>Mercure, Vénus, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton</strong></td>
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<tr>
<td>près de (près du soleil)</td>
<td>near (near the sun)</td>
<td>près de (près du soleil)</td>
<td>near (near the sun)</td>
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<tr>
<td>loin de (loin du soleil)</td>
<td>far from (far from the sun)</td>
<td>loin de (loin du soleil)</td>
<td>far from (far from the sun)</td>
</tr>
<tr>
<td>Mercure est près du soleil? Oui ou non?</td>
<td>Is Mercury far from the sun? Yes or no?</td>
<td>Mercure est près du soleil? Oui ou non?</td>
<td>Mercure is near the sun</td>
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<tr>
<td>froide/chaude (f)</td>
<td>cold/hot</td>
<td>froide/chaude (f)</td>
<td>cold/hot</td>
</tr>
<tr>
<td>Mercure est une planète chaude</td>
<td>Mercury is a hot planet</td>
<td>Mercure est une planète chaude</td>
<td>Mercury is a hot planet</td>
</tr>
<tr>
<td>Pluton est une planète froide ou chaude?</td>
<td>Is Pluto a cold or a hot planet?</td>
<td>Pluton est une planète froide ou chaude?</td>
<td>Pluton is a cold or a hot planet?</td>
</tr>
<tr>
<td><strong>Décrivez Mercure</strong></td>
<td>Describe Mercury</td>
<td><strong>assez/très</strong></td>
<td>fairly/very</td>
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<tr>
<td>Saturne est une planète assez froide</td>
<td>Saturn is quite a cold planet</td>
<td>Saturne est une planète assez froide</td>
<td>Saturn is quite a cold planet</td>
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<td>Neptune est une planète très froide parce que</td>
<td>Neptune is a very cold planet because</td>
<td>Neptune est une planète très froide parce que</td>
<td>Neptune is a very cold planet because</td>
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<tr>
<td>La Terre est une planète assez chaude parce que la Terre est assez près du soleil</td>
<td>The Earth is a fairly hot planet because the Earth is quite close to the sun</td>
<td>La Terre est une planète assez chaude parce que la Terre est assez près du soleil</td>
<td>The Earth is a fairly hot planet because the Earth is quite close to the sun</td>
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<td>Mercure est une planète très chaude parce qu'elle est très près du soleil</td>
<td>Mercury is a very hot planet because it is very close to the sun</td>
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</tbody>
</table>
### End of unit activities

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To apply the knowledge, skills and understanding from this unit</td>
<td>• Children share their presentations with the class or display their booklets for other children to read</td>
<td>• Present their work with confidence and clarity</td>
<td>• Follow-up: if the school is linked with a French-speaking school, presentations can be emailed. Children can explore and compare the science curriculum in the two schools</td>
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<tr>
<td></td>
<td></td>
<td>• Produce a booklet for others to read</td>
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<td></td>
<td></td>
<td>• Listen to and read the work of others</td>
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</table>

• Follow-up: if the school is linked with a French-speaking school, presentations can be emailed. Children can explore and compare the science curriculum in the two schools.
Unit 19 Our school/Notre école

Overview

Session 1: What’s the time?
Session 2: Places in our school
Session 3: Tour of our school
Session 4: School times and subjects
Session 5: Break time
Session 6: Break time diaries
About this unit
In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter-hours. They look at school timetables and begin to give times using 24-hour clock notation. They find out about timings of the school day in a French-speaking country and compare with their own. They talk about what they did at break time and create short texts describing these activities.

Prior learning
It is helpful if children already know:
• some places around the school
• voici...
• j’ai mangé/j’ai bu
• levez-vous!
• how to tell the time on the hour

New language content
• Making statements about the school environment and everyday school routines
• Making statements about break time activities, with reference to the past
• Telling the time using half-hours, quarter-hours and 24-hour clock notation
• Definite and indefinite articles: le/la, un/une
• Perfect tense: regular –er verbs with avoir (e.g. j’ai joué, j’ai parlé)
• Phonic focus: qu

Where this unit fits in
In this unit children consolidate and extend their work on the time (see Unit 11). They begin to use extended descriptions of their school environment and daily routines and present this information in written form and orally. They develop their use of the perfect tense (see Unit 13).

End of unit activity
Making a choice of formats, children keep a diary of what they have done at break times, using the perfect tense. They present this to others in their class, school or partner school. They could also produce a display of their timetable with subject, times and break activities.

Expectations

At the end of this unit
Most children will:
understand the French for, and speak about, some school subjects and places around school; use some verbs correctly in the perfect tense; write short sentences about activities they have done at break time; read the time to the quarter-hour, half-hour and hour; understand timetables and 24-hour clock notation.

Some children will not have made so much progress and will:
understand the names of some school subjects and places around the school; need prompting to recall vocabulary and structures; copy short phrases; read the time to the half-hour.

Some children will have progressed further and will:
use a range of verbs confidently in the perfect tense; read timetables and give information using 24-hour clock notation.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O6.1</th>
<th>O6.2</th>
<th>O6.3</th>
<th>O6.4</th>
<th>L6.1</th>
<th>L6.2</th>
<th>L6.3</th>
<th>L6.4</th>
<th>IU6.1</th>
<th>IU6.2</th>
<th>IU6.3</th>
<th>KAL</th>
<th>LLS</th>
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<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
National Curriculum links

Primary Framework for Literacy
Strand 1 Speaking; Y3 Develop and use specific vocabulary in different contexts.
Strand 6 Word structure and spelling; Y4 Develop a range of personal strategies for learning new and irregular words.
Strand 9 Creating and shaping texts; Y3 Write non-narrative texts using structures of different text types.
Strand 10 Text structure and organisation; Y5 Use adverbs and conjunctions to establish cohesion within paragraphs.

Primary Framework for Mathematics
Strand 6 Measuring; Y1 Use vocabulary related to time; Y2 Read time to the quarter hour; Y5 Read timetables and time using 24-hour clock notation.

ICT

1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (e.g., finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent).

1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (e.g., displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).

Resources
- Large clock face
- Small clock faces
- Mini-whiteboards
- Large photos of places in the school
- Double sets of small photos of places in the school for a matching game
- Dictionaries
- Word cards of places in the school
- Large die with the faces labelled le and la
- Photos of places in a French school
- Example of a French school timetable
- Flashcards and mini-flashcards with symbols of school subjects
- Timetable showing breaks and lunchtimes
- Pictures, photos or symbols showing break time activities

ICT resources
- Multimedia presentation software
- Self-authoring package for creating interactive activities
- Access to an internet search engine
- Digital camera
- Microphone
- Audio recording/editing software
- Videoconferencing facilities
- Access to an online multilingual dictionary
- Access to a social bookmarking tool
- Access to a class wiki
- Access to a class blog
- Word processing package

• Activity cards for Find Your Group game (see Session 5)
• Picture cards for Noughts and Crosses or Blockbusters
• Word cards for human sentences (see Session 6)
• Word cards for pair work (see Session 6)
### Main activities

- **Ask children the question** *Quelle heure est-il?* (What time is it?) to see if they can remember what this means. Revise times on the hour with a large clock face.

- **Introduce** *il est midi* (It is midday) and *il est minuit* (It is midnight). Ask children to suggest strategies for remembering these.

- **Model the time on the half-hour. Children repeat in chorus and individually, eg* *il est cinq heures et demie* (It is half past five).

- **Using small clock faces, play Montrez-moi (Show Me).** Give children a time on the half-hour. They set their clocks to the given time. On the instruction *Montrez-moi* they show their clocks.

- **Perform a Mexican wave (see Unit 3, Session 5) where each child quickly stands up, says a time on the half-hour and sits down again. Some children will make up their own time and others will prefer to say one that you show on the clock face.**

- **Display in written form *il est...* and highlight the pronunciation of *est* (see 'Teaching tips'). Ask children for suggestions of times on the half-hour to make sentences, e.g. *il est huit heures et demie* (It's half past eight). Ask children to read the sentences aloud.**

- **In pairs, children play Montrez-moi using small clock faces.**

- **Give children the opportunity to practise asking the question *Quelle heure est-il?* in pairs. Volunteers can then take on the role of the teacher and ask questions about time to the rest of the class.**

### ICT opportunities

- **Using presentation software, show the children a clock face with its hands set at 1 o'clock. Copy the slide eleven times and rotate the hands so they display the time on the hour every hour.**

- **Add a sun and a moon image to the presentation and change the background of each slide so they get progressively darker according to their time of day.**

- **Using a self-authoring package, create an unjumbling exercise where the children have to reorder word cards by dragging them into their correct position. Less confident children can have a picture prompt of a clock face as support.**
### Main activities (continued)

Give children a range of times on the half-hour and ask them to write them down as a digital time using a mini-whiteboard, eg *il est onze heures et demie* = 11.30.

Ask children if they remember the times of the school day in France or other French-speaking countries and compare with the English school day (see Unit 13, Session 1 'Teaching tips'). What are the advantages and disadvantages of each system?

### Throughout the week

- Practise asking and answering questions about the time.

### Main follow-up activities

- Children produce a display comparing a timetable from their school with one from a French school.

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Using a self-authoring package, create a matching activity so that the children can pair up pictures of digital times and their text equivalent. To make this a listening activity, use a sound file instead of text to test their comprehension.

Find an authentic timetable from a French school’s website and use it as a stimulus for discussion.

### ICT follow-up activities

- Publish the self-authoring activities on the school blog so that the children can practise reordering and matching analogue and digital times with text or sound files at home to extend their learning.
### Learning outcomes

**Children:**
- tell the time on the half-hour
- recognise similarities and differences in attitudes among children from different cultures.

### Teaching tips

- Pronunciation point: the *t* at the end of a word is only pronounced when the next word starts with a vowel (eg *est-il*)

### National Curriculum links

**Primary Framework for Mathematics**
- **Strand 6 Measuring:** Y1 Use vocabulary related to time.

**ICT**
- 1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

### Resources

- Large clock face
- Small clock faces
- Mini-whiteboards

**ICT resources**
- Presentation software
- Self-authoring package for creating interactive activities
- Access to an internet search engine
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quelle heure est-il?</td>
<td>What time is it?</td>
<td>Il est midi/minuit</td>
<td>It is midday/midnight</td>
</tr>
<tr>
<td>Il est midi/minuit</td>
<td>It is midday/minight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montrez-moi</td>
<td>Show me</td>
<td>Il est... une heure et demie, deux heures et demie, etc</td>
<td>It is... half past one, half past two, etc</td>
</tr>
<tr>
<td>Il est... une heure et demie, deux heures et demie, etc</td>
<td>It is... half past one, half past two, etc</td>
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<td></td>
</tr>
<tr>
<td>Framework objectives</td>
<td>Main activities</td>
<td>ICT opportunities</td>
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</tr>
<tr>
<td><strong>O6.4</strong> Use spoken language confidently to initiate and sustain conversation to tell stories.</td>
<td>Play Time Bingo. Using mini-whiteboards, ask children to write down in digital form three times on the half-hour between 9 and 15:30. Call out some times and the first child to have all three of their times called out stands up and says <em>C'est l'heure!</em> (It’s time!)</td>
<td>(levels of difficulty 1 = easier, 3 = more complex) Using a self-authoring package, create a matching activity where the children have to listen to different sound files for half past the hour and match them with pictures of different digital displays.</td>
<td></td>
</tr>
<tr>
<td><strong>LLS</strong> Make predictions based on existing knowledge.</td>
<td>Display photographs of some places in the school, explaining what each one is. Start with a few places, eg <em>Voici la salle de classe</em> (Here is the classroom) ... <em>le terrain de sport</em> (the sports field), <em>la cour</em> (the playground), <em>les toilettes</em> (the toilets). Then introduce some more places, eg <em>Voici la grande salle</em> (Here is the hall) ... <em>la bibliothèque</em> (the library), <em>la cuisine</em> (the kitchen), <em>l'entrée</em> (the entrance), <em>le parking</em> (the car park). Then turn the photographs over. Alternatively, use images on the interactive whiteboard and then conceal them.</td>
<td>Using presentation software, create a plan of the school where each room or building is labelled correctly. Add hyperlinks which go to digital photos of the rooms or buildings in question, with a back button to allow an easy return to the main slide. Alternatively, add triggers to each room or building on the plan which make the large photos appear and disappear on the same slide independently, without the need to create hyperlinks.</td>
<td></td>
</tr>
<tr>
<td><strong>LLS</strong> Use a dictionary.</td>
<td>Explain to children that they are going to do a five-minute challenge. Write the names of the places on the board and ask children to work with a talk partner to decide what they think each word means in English. Children could use a dictionary to cross-check. They can also try to pronounce the words correctly. Encourage them to use French in their discussions, eg <em>je pense que 'la cour' est 'the playground' en anglais</em> (I think that <em>'la cour'</em> is <em>‘the playground’</em> in English). When working with dictionaries, encourage them to use the phrase <em>Comment ça s’écrit?</em> (How is that spelt?) and then spell out the words in French.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong> Some children may need support with the digital times. Some children may need adult support when using a dictionary.</td>
<td>Invite feedback and ask children how they identified the words. Encourage them to see that there are words that are similar in French and English (eg <em>l'entrée, le parking</em>) and to use their existing knowledge of French words, eg <em>grand</em> and <em>sport</em>, to help them find the meaning of others.</td>
<td>Using a microphone and sound editing software, record the children’s feedback and play it to the class for further discussion. Ask them to explain the strategies they used and the conclusions they came to.</td>
<td></td>
</tr>
<tr>
<td><strong>Extension</strong> Encourage more confident children to use French for the discussions in the third activity. More confident children could look up additional places in a dictionary.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prior knowledge</strong> It is helpful if children already know some places around the school and <em>voici...</em></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Main activities (continued)

Reveal the photographs again and children repeat the words in chorus. Invite a volunteer to come to the front. Say, for example, *Où est la salle de classe?* (Where is the classroom?) Encourage children to use *voici* in their answers, eg *Voici la salle de classe.* Repeat with other volunteers. Ask individual children to come out and take the teacher’s role.

Children play Pelmanism in pairs with double sets of small photos of places in the school. The photos are placed face down. The first player turns one over and says to his or her partner, eg *Je cherche l’entrée* (I'm looking for the entrance). The second player turns over a photo and says *Voici* + the name of that room. If the photos match, the second player keeps the pair. Otherwise they are put back on the table, face down in the same position. The winner is the player with the most matching pairs.

Extension: children use a dictionary to find names of other places around the school to put in a word bank. Remind them to use their knowledge of phoneme–grapheme correspondence to help them pronounce the new words.

### ICT opportunities (continued)

Create a numbered Noughts and Crosses grid on the interactive whiteboard and ask the children to say where each item is positioned according to its number. Eg one child could ask *Où est la salle de classe?* (Where is the classroom?) and another could reply *Voici la salle de classe, numéro 1* (Here is classroom number 1) to get the square. Using the pen tool, the teacher then annotates the grid with a nought or cross accordingly.

Using a self-authoring package, create a cycle of different activities where the children match the photos of places in the school with the text equivalent in French.

Using an online multilingual dictionary tool, eg Lingro, the children read a number of authentic French school websites or blogs and make a collection of new words they find. The links to the different texts could be collated by using a social bookmarking tool, eg Delicious, and tagged with an appropriate keyword.
## Throughout the week
Refer to places in the school by their French names.

## Main follow-up activities
Children take pictures of places in the school and label these for a display.

## ICT follow-up activities
Organise a videoconferencing session where the children give presentations about their school, describing where different rooms and buildings are. Children could then upload images of their school to a private VoiceThread and leave written or spoken comments describing each picture. The partner school could also leave comments and upload their own photos to allow both sets of children to compare each other’s working environments.

## Learning outcomes
**Children:**
- use knowledge of words, text and structure to make sentences about their school
- work out meaning using a range of clues
- use a dictionary to cross-check English meanings

## National Curriculum links
**Primary Framework for Literacy**
**Strand 6** Word structure and spelling; Y4 Develop a range of personal strategies for learning new and irregular words.

**ICT**
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).
### Teaching tips
- If you intend the children to make a digital video at the end of this unit, tell them about this. They will need to remember new language to put into their script.
- Instead of using photographs for the Pelmanism game, you may want to prepare an A4 sheet of symbols for the different rooms, which can then be photocopied and cut into cards for each pair.
- If the school has a partner school in a French-speaking country, send a labelled plan of the school with photos and captions.
- The Global Gateway website at [www.globalgateway.org](http://www.globalgateway.org) provides opportunities for finding partner schools abroad.

### Resources
- Mini-whiteboards
- Large photos of places in the school
- Double sets of small photos of places in the school for a matching game
- Dictionaries
- **ICT resources**
  - Multimedia presentation software
  - Digital camera
  - Self-authoring package for creating interactive activities
  - Access to an internet search engine
  - Microphone
  - Sound editing software
  - Videoconferencing facilities
  - Access to an online multilingual dictionary
  - Access to a social bookmarking tool
<table>
<thead>
<tr>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write down the time in numbers</td>
<td>C'est l'heure!</td>
<td>It's time!</td>
</tr>
<tr>
<td>Here is...</td>
<td>Voici...</td>
<td>Here is...</td>
</tr>
<tr>
<td>the sports field</td>
<td>le terrain de sport</td>
<td>the sports field</td>
</tr>
<tr>
<td>the classroom</td>
<td>la salle de classe</td>
<td>the classroom</td>
</tr>
<tr>
<td>the playground</td>
<td>la cour</td>
<td>the playground</td>
</tr>
<tr>
<td>the toilets</td>
<td>les toilettes (f plural)</td>
<td>the toilets</td>
</tr>
<tr>
<td>the car park</td>
<td>le parking</td>
<td>the car park</td>
</tr>
<tr>
<td>the hall</td>
<td>la grande salle</td>
<td>the hall</td>
</tr>
<tr>
<td>the library</td>
<td>la bibliothèque</td>
<td>the library</td>
</tr>
<tr>
<td>the kitchen</td>
<td>la cuisine</td>
<td>the kitchen</td>
</tr>
<tr>
<td>the entrance</td>
<td>l’entrée (f)</td>
<td>the entrance</td>
</tr>
</tbody>
</table>

Where is the classroom?
I think that 'la cour' is 'the playground' in English
How is that spelt?
I'm looking for...
### Framework objectives

| O6.3 | Understand longer and more complex phrases or sentences. |
| L6.4 | Write sentences on a range of topics using a model. |
| IU6.1 | Compare attitudes towards aspects of everyday life. |
| KAL  | Use knowledge of word and text conventions to build sentences and short texts. |

### Main activities

Show the written form of a masculine noun, e.g., *terrain de sport* (the sports field). Demonstrate how you can change this to ‘a’ sports field (*un terrain de sport*). Repeat with another masculine noun. Do the same with some feminine nouns (*la/une*). Ask children to make up a rule to explain this.

Play *Masculin ou féminin*. Display word cards showing places in the school from the previous section. Label the six faces of a large die with *le* and *la*. Throw the die and invite children to suggest an appropriate place in school, e.g., *le terrain de sport* or *la cour*. Encourage children to give you both the definite and indefinite articles for each place, e.g., *la cour, une cour*.

Show children a variety of photos from a French or French-speaking school and discuss some of the differences and similarities between these and schools in England (see ‘Teaching tips’).

### ICT opportunities

(***levels of difficulty 1 = easier, 3 = more complex**)

**Create a slide with presentation software which displays a masculine noun in a text box with the word *un* coloured blue to reinforce its gender. Cover the word *un* with another text box containing the word *le* also in blue which has the same fill colour as the background. Using custom animation, replace the *un* with *le* by making the latter appear over the former. Repeat the process for feminine nouns substituting *un for une* and *le for la* and changing the font colour from blue to red. The same effect could be created by using the interactive whiteboard and rubbing out the *un* text box to reveal the *le* text box underneath.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create a picture slideshow using presentation software with an automatic slide transition of five seconds per image. Ask the children to write down, on mini-whiteboards or in their exercise books, <em>le</em> or <em>la</em> for each photo they see. Add a dynamic soundtrack to give an air of urgency to the activity. Repeat the slideshow as many times as necessary. Check children’s answers and review the photos again with the slide transition removed so the teacher can drill the correct gender at their own pace.</td>
</tr>
<tr>
<td>2</td>
<td>Using a social networking/microblogging service, find a contact who works in a French-speaking school or who knows someone who does and ask them to send you photos of their school. Upload these to a private collaborative multimedia slideshow and ask children from a French-speaking school to leave written and audio comments describing each photo. Then ask your children to compare and contrast each description from their own experience.</td>
</tr>
</tbody>
</table>

**ICT opportunities**

**Support**

Some children may need support in differentiating between masculine and feminine, and between the definite and indefinite articles. Some may benefit from a word list to refer to.

**Extension**

Encourage more confident children to use a variety of sentences using both *Voici...* and *Notre école a...* and connectives when writing their description.

**Prior knowledge**

It is helpful if children already understand the difference between the definite and indefinite articles in English.
Main activities (continued)

Draw children’s attention to the fact that we say *Voici la grande salle* but *Notre école a une grande salle*. This is just the same in English, where we would say ‘Here is the hall’ but ‘Our school has a hall’.

Explain to children that they are going to take a visitor on an imaginary walk around some places in school. Ask them to stand up (*Levez-vous!* ) and to listen, repeat and mime as they pretend to walk around school, eg *Voici la bibliothèque*…*la grande salle*, etc (Here is the library…the hall, etc).

Ask children to work in pairs. One child should ‘present’ a place in school using *Voici* + *le/la*, eg *Voici la cuisine* and the other child responds with *Notre école a un/une*, eg *Notre école a une cuisine* (Our school has a kitchen). After giving children time to practise this, invite pairs of children to demonstrate.

As a class, create a short written description of the school, eg *Notre école a un terrain de sport et une cour*. *Il y a aussi une grande salle et une bibliothèque*. (Our school has a playing field and a playground. There is also a hall and a library.) As captions for photos of these places, *Voici* + *le/la* can also be used. This work can then be used to create a bilingual display for the school entrance.

Extension: children create digital or hard-copy books entitled *Notre école* using the photographs of the school and the description. These could be sent to a partner school and given to any new arrivals at the school who are from French-speaking countries.

ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

The children could make a video guide which they publish on their class blog to help new children get their bearings when they first come to the school.

Using a private wiki, children write their texts collaboratively in small groups, inserting images as visual prompts.

If the children wanted to make their work public, they could create a glog (a graphics blog) and embed multimedia items such as text, images, sound and video clips into it.
### Throughout the week

Play *Masculin ou féminin* to practise vocabulary and gender.

### Main follow-up activities

Look in more detail at the similarities and differences between schools. If the school is linked with a French-speaking one, swap photographs for children to discuss. These can be used in a class display with captions written by children. If the school has a French-speaking partner school, children agree on a set of questions to send to their French counterparts in order to elicit some views about their school. This may be done in English, comparing their counterparts’ views with their own.

If the school has a French speaking partner school, decide on a set of questions using a wiki and put them into an online survey for both schools to answer. Collate the results using a spreadsheet package and add them to a joint collaborative multimedia slideshow with supporting images and video clips which both schools can comment on.

### Learning outcomes

**Children:**
- write a short text to describe different areas of the school
- recognise some similarities and differences between French and English schools

### National Curriculum links

#### ICT

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (e.g. displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g. work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- Either obtain photographs of a school from your French-speaking partner, or look at primary schools’ websites
- In French schools, children are likely to sit at individual desks in rows. They do not have so many displays as in an English primary school. They have a longer break in the middle of the day because many children go home for lunch. They do not have to wear a uniform in state schools

### Resources

- Word cards of places in the school
- Large die with the faces labelled *le* and *la*
- Photographs of places in a French school

#### ICT resources

- Microphones
- Audio recording/editing software
- Multimedia presentation software
- Video camera
- Access to a class wiki
- Access to a class blog
- Access to a search engine
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>masculin ou féminin</strong>&lt;br&gt;Levez-vous!</td>
<td>masculine or feminine&lt;br&gt;Stand up!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vous allez faire visiter l'école à un visiteur</td>
<td>You are going to show a visitor around the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>le terrain de sport</strong>&lt;br&gt;la salle de classe&lt;br&gt;la cour&lt;br&gt;les toilettes (f plural)&lt;br&gt;le parking&lt;br&gt;la grande salle&lt;br&gt;la bibliothèque&lt;br&gt;la cuisine&lt;br&gt;l'entrée (f)</td>
<td>the sports field&lt;br&gt;the classroom&lt;br&gt;the playground&lt;br&gt;the toilets&lt;br&gt;the car park&lt;br&gt;the hall&lt;br&gt;the library&lt;br&gt;the kitchen&lt;br&gt;the entrance</td>
<td><strong>le terrain de sport</strong>&lt;br&gt;la salle de classe&lt;br&gt;la cour&lt;br&gt;les toilettes (f plural)&lt;br&gt;le parking&lt;br&gt;la grande salle&lt;br&gt;la bibliothèque&lt;br&gt;la cuisine&lt;br&gt;l'entrée (f)</td>
<td>the sports field&lt;br&gt;the classroom&lt;br&gt;the playground&lt;br&gt;the toilets&lt;br&gt;the car park&lt;br&gt;the hall&lt;br&gt;the library&lt;br&gt;the kitchen&lt;br&gt;the entrance</td>
</tr>
<tr>
<td>Voici le/la/les...&lt;br&gt;Notre école a un/une/des...&lt;br&gt;Il y a un/une/des...&lt;br&gt;Notre école a un terrain de sport et une cour. Il y a aussi une grande salle et une bibliothèque</td>
<td>Here is/are the...&lt;br&gt;Our school has a/some...&lt;br&gt;There is/are a/some...&lt;br&gt;Our school has a playing field and a playground. There is also a hall and a library</td>
<td>Voici le/la/les...&lt;br&gt;Notre école a un/une/des...&lt;br&gt;Il y a un/une/des...</td>
<td>Here is/are the...&lt;br&gt;Our school has a/some...&lt;br&gt;There is/are a/some...</td>
</tr>
<tr>
<td>Framework objectives</td>
<td>Main activities</td>
<td>ICT opportunities</td>
<td></td>
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<td>----------------------</td>
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<tr>
<td><strong>O6.4</strong> Use spoken language confidently to initiate and sustain conversations and to tell stories.</td>
<td>Play Time Bingo to revise telling the time (see Session 2).</td>
<td>Using a self-authoring package, create a cycle of activities with pictures and text to practise times on the hour, quarter past, half past and quarter to. (levels of difficulty 1 = easier, 3 = more complex)</td>
<td></td>
</tr>
<tr>
<td><strong>IU6.1</strong> Compare attitudes towards aspects of daily life.</td>
<td>Ask children if they need to be able to say other times in order to describe their day. Elicit ‘quarter to’ and ‘quarter past’.</td>
<td></td>
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<tr>
<td><strong>KAL</strong> Use knowledge of words, text and structure to build simple spoken and written passages.</td>
<td>Use a large clock face as you model how to say the time on the quarter-hour, eg <em>Il est cinq heures et quart</em> or <em>Il est cinq heures moins le quart</em> (It is quarter past five, or, quarter to five). Call out some times on the quarter-hour and children show you these on their own small clock faces. Invite an individual child to call out a time and the class race to show this on their small clock faces. The first child to show and then repeat the correct time becomes the caller for the next round.</td>
<td></td>
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<tr>
<td><strong>LLS</strong> Plan and prepare – analyse what needs to be done in order to carry out a task.</td>
<td>Phonic focus: <em>qu</em>. Teach children the following tongue twister to help practise the <em>qu</em> sound. <em>Qu’a bu l’âne au quai? Au quai, l’âne a bu l’eau</em> (What did the donkey drink at the dock? The donkey drank water at the dock). Revise question words with <em>qu</em>, eg <em>quel…, quand…, qui…</em></td>
<td>Using a microphone and sound editing software, children practise saying the tongue twister and compare their efforts with each other. (levels of difficulty 1 = easier, 3 = more complex)</td>
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</tbody>
</table>

**Support**
Some children will need support with the times at quarter- hours and 24-hour times.

**Extension**
More confident children could use times at 5-minute intervals in their work.

**Prior knowledge**
It is helpful if children already already know how to tell the time on the quarter-hour in English.

Sing *L’Emploi de temps* (The Timetable Song) about school subjects (see ‘Teaching tips’).
## Main activities (continued)

Using photocopies or the interactive whiteboard, show children a timetable (*un emploi du temps*) from a French-speaking school and ask them to look at the timings of the French school day. You may need to revise times on the hour using the 24-hour clock (see 'Teaching tips'). Ask children questions, e.g. *Le français, c’est à quelle heure?* (What time is French?) *Les maths, c’est à quelle heure? C’est à neuf heures ou c’est à deux heures?* (What time is maths? Is it at 9.00 or 10.00?) When children are confident, invite a volunteer to take the teacher’s role. Some children may want to show the time on their clock faces.

Encourage children to talk about the times of lessons with full sentences, e.g. *À dix heures, c’est les maths* (At 10.00 it’s maths). *À quatorze heures, c’est le français* (At 2pm it’s French).

Give children some mini-flashcards with the symbols of school subjects. In pairs, they ask and answer questions about the times of these lessons. They can use real or imaginary times.

## ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Using a self-authoring package create a cycle of activities to revise the 24-hour clock, matching images with text.

Display an authentic French timetable on the interactive whiteboard. Ask children to drag word cards into the correct order from a sentence bank, while saying them out loud to practise their pronunciation. Use screen recording software and a microphone to capture the movement of the cards and their synchronised speech so that the class can review each sentence and check all the words are in the right order and pronounced correctly.

Give children some mini-flashcards with the symbols of school subjects. In pairs, they ask and answer questions about the times of these lessons. They can use real or imaginary times.

## ICT follow-up activities

Upload a screenshot of an authentic timetable from a French school website. Or blog to a private collaborative multimedia slideshow and ask children to leave written and audio comments giving the times of different subjects during the school day.
Learning outcomes

Children:
- tell the time on the hour, half-hour and quarter-hour
- give information about their school day using times of the day and names of subjects
- ask and answer questions about a school timetable

Teaching tips

- Ensure that children are in mixed-ability groups for pair and group work
- The Primary Languages website at www.primarylanguages.org.uk has links to French schools. Some may have a timetable on their website
- The 24-hour clock might be used in some French school timetables, so highlight the fact that time is told differently using the 24-hour clock, e.g. 14.30 is *quatorze heures trente*
- *L’Emploi de temps* (The Timetable Song) is sung to the tune of *I Only Want to be With You:*
  - Lundi c’est l’histoire et la géographie
  - Mardi le dessin et la technologie
  - Mercredi les sciences, l’informatique
  - Jeudi c’est l’anglais, le sport et la musique
  - Vendredi, c’est vrai!
  - *On a les maths et le français!*
- If the school is linked with a French-speaking partner school, timetables could be swapped. Model an email about the timetable using the structure *A neuf heures, c’est l’anglais,* etc. If the French-speaking children use the same structure for their return messages, the children will be able to read them with greater success and enjoyment

National Curriculum links

Primary Framework for Mathematics
Strand 6  Measuring; Y1 Use vocabulary related to time; Y2 Read time to the quarter-hour; Y5 Read timetables and time using 24-hour clock notation.

ICT
2a  Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
3a  Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
3b  Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

Resources

- Mini-whiteboards
- Large clock face and class set of small clock faces
- Example of a French school timetable
- Flashcards and mini-flashcards with symbols of school subjects

ICT resources

- Multimedia presentation software
- Microphones
- Audio editing software
- Self-authoring package
- Access to an internet search engine
- Access to a class blog
### Le langage du prof

On va jouer au Loto

Il est cinq heures et quart/cinq heures moins le quart

Fermez les yeux!
Ouvrez les yeux!

le dessin
le sport
le français
la géographie
la technologie
l’anglais (m)
l’informatique (f)
l’histoire (f)
les sciences (f pl)
les maths (f pl)

un emploi de temps

---

### Teacher’s language

We’re going to play Bingo

It is quarter past five/quarter to five

Close your eyes!
Open your eyes!

art
sport
French
geography
design and technology
English
ICT
history
science
maths

a timetable

---

### Le langage des enfants

le dessin
le sport
le français
da géographie
da technologie
l’anglais (m)
l’informatique (f)
l’histoire (f)
les sciences (f pl)
les maths (f pl)

A dix heures, c’est les maths. A quatorze heures, c’est le français

---

### Children’s language

art
sport
French
da géographie
da technologie
l’anglais (m)
l’informatique (f)
l’histoire (f)
les sciences (f pl)
les maths (f pl)

At 10.00 it’s maths. At 2pm it’s French

---

Le français, c’est à quelle heure?
Les maths, c’est à quelle heure? C’est à neuf heures ou c’est à deux heures?

What time is French?
What time is maths? Is it at 9.00 or 10.00?
# Unit 19 Session 5
## Break time

### Framework objectives
- **O6.3** Understand longer and more complex phrases or sentences.
- **O6.4** Use spoken language confidently to initiate and sustain conversations and to tell stories.
- **KAL** Recognise patterns in the foreign language.
- **KAL** Use knowledge of words and text conventions to build sentences and short texts.

### Main activities

1. **Support**
   - In the fifth activity, accept just the name of an activity from less confident children.

2. **Extension**
   - Encourage more confident children to personalise the example activities by changing key words, and adding the people with whom they did the activities.

3. **Prior knowledge**
   - It is helpful if children already know *j'ai mangé* and *j'ai bu*.

4. **ICT opportunities**
   - (levels of difficulty 1 = easier, 3 = more complex)
   - **Sing** *L'Emploi de temps* (The Timetable Song) from Session 4.
   - Show a timetable that includes breaks and lunch times. Make statements about the times of these breaks, eg *La récré est à onze heures. Le déjeuner est à treize heures moins le quart.* (Break is at 11.00. Lunch is at 12.45pm.) Ask the question *Qu'est-ce que tu as fait pendant la récré hier?* (What did you do at break yesterday?) and tell the children *Moi, j'ai mangé une banane et j'ai bu du café. J'ai travaillé.* (I ate a banana and drank some coffee. I worked.) Ask children to tell you what they think you said. If you have past, present and future posters (see Unit 17, Session 2) on display, you may like to ask children to refer to these to see if there are any 'clue' words (eg *hier*) that could help them.
   - Teach the phrases *j'ai joué au football, j'ai dansé, j'ai parlé avec mes copains/copines, j'ai travaillé, j'ai aidé Madame/Monsieur ..., j'ai chanté* (I played football, I danced, I spoke to my friends (m/f), I worked, I helped Mrs/Mr..., I sang) using mimes or pictures. Practise the new structures with a number of games (see Teacher’s Guide for additional activities). Remind children of the phrases *j'ai mangé* (I ate) and *j'ai bu* (I drank), which they will have encountered in Unit 13. Ask children to change the phrase *j'ai joué au football* by using other known sports, eg *j'ai joué ... au tennis, au hockey, au ping pong*, etc.
   - Show children a series of pictures, symbols or photographs on the board representing the break time activities, where each picture is lettered. Ask children to write the numbers 1 to 8 on mini-whiteboards. Read out eight statements corresponding to the pictures on the board, eg *Pendant la récré, j'ai dansé avec mes copines. C'était super!* (At break time I danced with my friends. It was super!) Children write down the corresponding letter next to each number, eg '1C'.
   - Take photos of the children performing break time activities such as *j'ai mangé une banane* and *j'ai bu du café*, etc. Import the pictures into a photo editing package and add a sepia tone as a visual prompt to suggest the actions have happened in the past. Using presentation software, create a slideshow of the images and drill the phrases in turn.
   - Using a self-authoring package, create word cards of the break time activities in the past which the children have to drag into the correct order. Use a visual prompt for less confident children.
   - Create matching activities for variations of the phrases in picture and text form and ask the children to pair them up.
   - Using a self-authoring package, create a cycle of exercises to practise the different break time activities so that children can match and reorder the phrases. To support less confident children, add an audio player so that they can listen to the phrase before starting.
### Main activities (continued)

Teach the question *Qu’est-ce que tu as fait pendant la récré?* (What did you do at break time?)

**Play Cherche ton groupe (Find Your Group):** Give each child a card with images of two activities, e.g., football and dancing. There should be at least two other children in the class with the same card. Tell children that they should keep their cards hidden. They then find the rest of their group by walking around the room and asking the question *Qu’est-ce que tu as fait pendant la récré?* Children should try to answer in full sentences, e.g., *J’ai joué au ping pong.*

On the interactive whiteboard, display a series of photographs of children (children in the class, if possible) doing a variety of break time activities. Underneath each picture, write a sentence in the perfect tense, with the help of the children, explaining what that child would say if asked *Qu’est-ce que tu as fait pendant la récré?*

### Throughout the week

**Ask children what they did at break time.**

**Children sing The Timetable Song.**

### Main follow-up activities

Children produce a display with pictures or photos and the phrases for what they have done at break time. This could be as part of a whole timetable display, with language from the previous session as well.

### ICT opportunities (continued)

**(levels of difficulty 1 = easier, 3 = more complex)**

Carry out an online survey to find out what break time activities the children typically do. Collate the results in a spreadsheet and display them in a graph. Write model sentences in the perfect tense for the new activities mentioned.
## Learning outcomes

**Children:**
- understand and say some school subjects
- understand and describe simple school activities

## National Curriculum links

**Primary Framework for Literacy**
**Strand 1** Speaking; Y3 Develop and use specific vocabulary in different contexts.

**ICT**
1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (eg finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent).

1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

2b Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

## Teaching tips

- Grammar point: the verbs introduced in the perfect tense in this session are all regular -er verbs. This means that they are conjugated in the same way as manger (see Unit 13, Session 1), with avoir (to have) as the auxiliary verb and with the past participle ending in -é
- The question Qu’est-ce que tu as fait? (What did you do?) can be used in many different contexts and as children’s vocabulary increases can become part of their everyday incidental language. For example, you might ask children during morning registration Qu’est-ce que tu as fait hier soir? (What did you do yesterday evening?) and on a Monday, Qu’est-ce que tu as fait ce weekend? (What did you do this weekend?)
- La récré is informal and will almost always be used by French children. La récréation on the other hand is formal and is the term that would be used by the teachers and other adults in the school
- In the Find Your Group game, less confident children can be given cards showing just one activity

## Resources

- Timetable showing breaks and lunch times
- Pictures, photos or symbols showing break time activities
- Activity cards for Find Your Group game

**ICT resources**
- Multimedia presentation software
- Microphone
- Digital audio editing software
- Access to a search engine
- Self-authoring package
**Le langage du prof**

- **On va chanter la chanson, L’Emploi de temps**
- **La récré/Le déjeuner est à...**
- **Qu’est-ce que tu as fait pendant la récré hier?**
- **Moi, j’ai mangé une banane et j’ai bu du café. J’ai travaillé**
- **J’ai joué...**
- **J’ai parlé...**
- **J’ai dansé...**
- **J’ai aidé...**
- **J’ai travaillé...**
- **J’ai chanté...**

**Teacher’s language**

- **We’re going to sing The Timetable Song**
- **Break time/Lunch is at...**
- **What did you do at break time yesterday?**
- **I ate a banana and drank some coffee. I worked**
- **I played...**
- **I spoke...**
- **I danced...**
- **I helped...**
- **I worked...**
- **I sang...**

**Le langage des enfants**

- **J’ai mangé/bu**
- **Qu’est-ce que tu as fait pendant la récré?**
- **J’ai joué...**
- **J’ai parlé...**
- **J’ai dansé...**
- **J’ai aidé...**
- **J’ai travaillé...**
- **J’ai chanté...**

**Children’s language**

- **I ate a banana and drank some coffee. I worked**
- **I played...**
- **I spoke...**
- **I danced...**
- **I helped...**
- **I worked...**
- **I sang...**

**au football**

- **football**
- **au tennis**
- **tennis**
- **au hockey**
- **hockey**
- **au ping pong**
- **ping pong**

- **During break time, I danced with my friends. It was super!**
- **Pendant la récré, j’ai dansé avec mes copines. C’était super!**
- **Find your group**

**Cherche ton groupe**

- **Find your group**
## Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.3</td>
<td>Understand longer and more complex phrases or sentences.</td>
</tr>
<tr>
<td>L6.1</td>
<td>Read and understand the main points and some detail from a short written passage.</td>
</tr>
<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of words, text and structure to build simple spoken and written passages.</td>
</tr>
<tr>
<td>LLS</td>
<td>Listen for clues to meaning.</td>
</tr>
</tbody>
</table>

### Support

Provide a writing frame or word bank to support less confident children in writing their sentences.

### Extension

Encourage more confident children to use a mix of morning and afternoon times and to join sentences with connectives.

### Prior knowledge

It is helpful if children know how to use 24-hour time notation.

## Main activities

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Noughts and Crosses or Blockbusters to practise the sentence structures from Session 5. Children choose a picture of an activity and say the corresponding phrase in the perfect tense to win the square/hexagon, eg <em>J'ai dansé avec mes copines.</em></td>
<td></td>
</tr>
<tr>
<td>Display the sentence <em>Pendant la récré j'ai joué avec mes copains</em> (At break time I played with my friends). Having established the meaning of the sentence, underline <em>Pendant la récré</em> and ask children to suggest other words or phrases relating to the past that could be substituted for it. You may wish to refer to the <em>Passé</em> poster (see Unit 17, Session 2) or provide a number of possibilities to choose from, eg <em>Hier</em> (yesterday), <em>La semaine dernière</em> (last week), <em>Le weekend dernier</em> (last weekend). As a class, write three new sentences in the perfect tense using the other time words.</td>
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<tr>
<td>Practise the 24-hour clock using small clock faces. Encourage children to say some afternoon times, eg <em>treize heures trente</em> (13.30 or 1.30pm). Display a timetable showing break times and lunch times. Show food and drink, as well as symbols of activities. Model using the timetable as a prompt for speaking, eg <em>Lundi, à onze heures, j'ai mangé une pomme et j'ai bu du jus d'orange. J'ai dansé. A treize heures, j'ai mangé un sandwich et des chips. J'ai bu de l'eau. J'ai joué au tennis.</em> (On Monday at 11.00 I ate an apple and I drank some orange juice. I danced. At 13.00 I ate a sandwich and some crisps. I drank some water. I played tennis.)</td>
<td></td>
</tr>
</tbody>
</table>

## ICT opportunities

**(levels of difficulty 1 = easier, 3 = more complex)**

- **Using word processing software, create a drop-down menu containing different opening time expressions in the past. Add a text box underneath so that the children can write their perfect tense sentences.**
- **Using self-authoring software, create a cycle of activities practising the 24-hour clock with images and text.**
### Main activities (continued)

Using large word cards distributed to a number of children in the class, build a number of ‘human sentences’, e.g. *Mardi à onze heures j’ai mangé une banane et j’ai bu de l’eau*. Read the sentences aloud as a class. Help children to memorise these by asking those holding the cards to turn around one by one, so that in the end none of the word cards can be seen and the sentence has to be ‘read’ from scratch.

Give pairs of children sets of word or phrase cards with which they can build sentences. Ask them to build as many sentences as they can and to practise reading these aloud. Children could also record their sentences in exercise books or on mini-whiteboards. Invite a number of pairs to share their sentences with the class. Ask others to suggest elements of these sentences that they could change, e.g. the day, the time and the activity. You may also like to play this as a circle game, where a sentence is passed around the circle with one element being changed each time, e.g. *Lundi, à treize heures j’ai joué au tennis et j’ai dansé avec mes copines* (On Monday, I played tennis at 13.00 and I danced with my friends). This could be changed to *Lundi, à treize heures j’ai joué au football et j’ai dansé avec mes copines* (On Monday, I played football at 13.00 and I danced with my friends).

Explain to children that they will be keeping a diary of their break time activities, starting off with recording their activities from the two previous days. You may like them to work in pairs. Ask for suggestions of what they might write and model these on the board. Give children a choice of format: they may like to create a paper diary, video diary or multimedia presentation. They will be adding to these each day throughout the rest of the week. Children begin writing their break time diaries for the two previous days.

### ICT opportunities (continued)

<table>
<thead>
<tr>
<th>(levels of difficulty 1 = easier, 3 = more complex)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using presentation software, create a slideshow which includes one word or short phrase per slide from the sentence in the past. Run the presentation with a slide transition of three to five seconds and see if the children can remember the whole sentence, having watched it appear once or twice.</td>
</tr>
</tbody>
</table>

Using word processing software, create three drop-down menus for the day, time and activity, including a range of options. Add a text box underneath which the children can use to write their model sentences. Allow them to record their sentences with a microphone and sound editing software so they can compare their sentences with their classmates.
### Unit 19

**Session 6**

**Break time diaries**

3 of 5

#### Throughout the week

Children add to their break time diaries. Play the circle game, where each child changes one element at a time.

#### Main follow-up activities

Children practise saying their break time activities and find props ready to perform to the class.

#### ICT follow-up activities

Children create a video of their break time activities, including a supporting text and a voiceover. They can make a grid with presentation or word processing software, then print it off and draw the different scenes of the clip in each cell. The best examples can be published on the class blog.

### Learning outcomes

**Children:**
- listen attentively and understand key details from a spoken passage
- build sentences in the perfect tense using word cards

### National Curriculum links

**Primary Framework for Mathematics**

Strand 6  Measuring; Y5 Read timetables and time using 24-hour clock notation.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- Encourage children to use images or props in the diaries to help convey the meaning
- Provide differentiated writing frames or word banks for less confident children to allow them to produce a variety of sentences. Encourage them to choose a different activity for each day

### Resources

- Picture cards for Noughts and Crosses or Blockbusters
- Class set of small clock faces
- Timetable showing break times and lunch times
- Pictures or symbols for food and drink and break time activities
- Word cards for human sentences
- Word cards for pair work

**ICT resources**

- Self-authoring package
- Multimedia presentation software
- Digital camera
- Microphone
- Audio editing software
- Word processing package
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendant la récré</strong> j’ai joué avec mes copains</td>
<td>At break time I played with my friends</td>
<td>J’ai joué...</td>
<td>I played</td>
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<tr>
<td>J’ai joué...</td>
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<td>J’ai parlé...</td>
<td>I spoke</td>
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<td>J’ai parlé...</td>
<td>I spoke</td>
<td>J’ai dansé...</td>
<td>I danced</td>
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<tr>
<td>J’ai dansé...</td>
<td>I danced</td>
<td>J’ai aidé...</td>
<td>I helped</td>
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<td>J’ai aidé...</td>
<td>I helped</td>
<td>J’ai travaillé...</td>
<td>I worked</td>
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<td>J’ai travaillé...</td>
<td>I worked</td>
<td>J’ai chanté...</td>
<td>I sang</td>
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<tr>
<td>J’ai chanté...</td>
<td>I sang</td>
<td><strong>au football</strong></td>
<td>football</td>
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<td><strong>au tennis</strong></td>
<td>tennis</td>
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<td><strong>au ping pong</strong></td>
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<td><strong>au ping pong</strong></td>
<td>table tennis</td>
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<td>avec mes copains/copines (m/f)</td>
<td>with my friends</td>
<td>avec mes copains/copines (m/f)</td>
<td>with my friends</td>
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<td><strong>hier</strong></td>
<td>yesterday</td>
<td><strong>hier</strong></td>
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<td><strong>la semaine dernière/le weekend dernier</strong></td>
<td>last week/last weekend</td>
<td><strong>la semaine dernière/le weekend dernier</strong></td>
<td>last week/last weekend</td>
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<tr>
<td><strong>Lundi, à onze heures</strong>, j’ai mangé une pomme et j’ai bu du jus d’orange. J’ai dansé. A treize heures, j’ai mangé un sandwich et des chips. J’ai bu de l’eau. J’ai joué au tennis</td>
<td>On Monday at 11.00 I ate an apple and I drank some orange juice. I danced. At 13.00 I ate a sandwich and some crisps. I drank some water. I played tennis</td>
<td><strong>Pendant la récré/le déjeuner, j’ai joué avec mes copains</strong></td>
<td>During break/lunch, I played with my friends</td>
</tr>
<tr>
<td><strong>Lundi, à treize heures</strong>, j’ai joué au tennis et j’ai dansé avec mes copines</td>
<td>On Monday I played tennis at 13.00 and danced with my friends</td>
<td><strong>Lundi, à treize heures</strong>, j’ai joué au tennis et j’ai dansé avec mes copines</td>
<td>On Monday I played tennis at 13.00 and danced with my friends</td>
</tr>
<tr>
<td><strong>Mardi à onze heures</strong>, j’ai mangé une banane et j’ai bu de l’eau</td>
<td>On Tuesday I ate a banana at 11.00 and drank some water</td>
<td><strong>Mardi à onze heures</strong>, j’ai mangé une banane et j’ai bu de l’eau</td>
<td>On Tuesday I ate a banana at 11.00 and drank some water</td>
</tr>
</tbody>
</table>
## End of unit activities

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| • To apply the knowledge, skills and understanding from this unit | • Children present their activity diaries to the rest of the class  
• Extension: link with a local secondary school. Children may be able to work with some older children to produce a simple introductory video about the secondary school, eg key places, departments and an example of the timetable | • Construct short texts in the perfect tense  
• Present information in a variety of ways | |
Unit 20 Our world/Notre monde

Overview
Session 1: Crossing continents
Session 2: Rivers and continents
Session 3: Language detectives
Session 4: What is the weather going to be like?
Session 5: The journey of the Congo
Session 6: Explorers
About this unit
In this unit children find out about the Congo River and geographical features of the countries it flows through. They learn how to say what the weather is going to be like. They combine their knowledge to plan an exploration of an imaginary river and present their journey to an audience.

Prior learning
It is helpful if children already know:
• the names of some countries
• the definite articles (le, la)
• en
• that nouns are masculine or feminine
• some weather phrases
  quel temps fait-il? The silent s in simple plurals
• il y a…
• the names of some geographical features
• the months of the year
• how to form the immediate future.

New language content
• Understanding and naming continents
• Making statements about rivers and their geographical features
• Making a weather forecast
• Immediate future: aller + infinitive (eg il va faire beau)
• Simple superlatives, eg le/la plus grand(e)
• Pronouns: il/elle
• Phonic focus: -ique and -gne; revision of key phonemes

Where this unit fits in
Children have learnt something about countries in Unit 7, habitats in Units 11 and 17 and weather phrases in Units 7, 12 and 17. They consolidate this language to produce extended descriptions of the journey of a river and to forecast the weather. (They first met the immediate future in Unit 14.)

End of unit activity
Children prepare a presentation, poster or oral presentation describing an exploratory journey of a river. They describe the landscape the river passes through and, using the immediate future, the weather likely to be encountered by the explorers.

Expectations

At the end of this unit
Most children will: follow short descriptions in order to find specific information; obtain and understand information about rivers; write sentences describing a location; write a weather forecast.

Some children will not have made so much progress and will: say single words and short phrases; recall vocabulary and structures with prompting; copy short phrases.

Some children will have progressed further and will: achieve extended descriptions in accurate French, showing some attention to adjectival agreement and the plural indefinite article; demonstrate creativity and imagination in using known language in new contexts.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O6.1</th>
<th>O6.2</th>
<th>O6.3</th>
<th>O6.4</th>
<th>L6.1</th>
<th>L6.2</th>
<th>L6.3</th>
<th>L6.4</th>
<th>IU6.1</th>
<th>IU6.2</th>
<th>IU6.3</th>
<th>KAL</th>
<th>LLS</th>
</tr>
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<tbody>
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</table>
National Curriculum links

**Primary Framework for Literacy**

- **Strand 7**: Understanding and interpreting texts; Y3
  Identify and make notes of the main points of section(s) of text.

- **Strand 9**: Creating and shaping texts; Y6
  Integrate words, images and sounds imaginatively for different purposes.

- **Strand 10**: Text structure and organisation; Y6
  Use varied structures to shape and organise text coherently.

- **Strand 12**: Presentation; Y6
  Select from a wide range of ICT programs to present text effectively and communicate information and ideas.

**Geography**

- **2a**: Use appropriate geographical vocabulary (eg temperature, transport, industry).
- **2c**: Use atlases and globes, and maps and plans at a range of scales (eg using contents, keys, grids).
- **2d**: Use secondary sources of information, including aerial photographs (eg stories, information texts, the internet, satellite images, photographs, videos).
- **3a**: Identify and describe what places are like (eg in terms of weather, jobs).

**ICT**

- **1a**: Talk about what information they need and how they can find and use it (eg searching the internet or a CD-Rom, using printed material, asking people).
- **2a**: Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- **2c**: Use simulations and explore models in order to answer ‘What if...?’ questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships (eg simulation software, spreadsheet models).
- **3a**: Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

**3b**: Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

**Resources**

- World map with continents outlined and copies for children
- Outline shapes of the continents
- Dictionaries
- Mini-whiteboards
- Large word cards for building human sentences (see Session 2)
- Differentiated maps to label, and optional word frames for support (see Session 2)
- Word cards with names of rivers (in blue) and continents (in green)
- Pictorial map of the Congo River, with images of geographical features, on the interactive whiteboard
- Copy of the list of rivers from Session 1
- Large copy and a class set of small copies of the facts table (see Session 3)
- Sets of symbol and text cards showing features for each part of the Congo’s journey (see Session 5)

**ICT resources**

- Presentation software
- Microphone
- Access to a search engine
- Satellite imaging software
- Self-authoring package
- Access to a class wiki
- Access to a class blog
- Sound editing software
- Word processing software
- Video camera
### Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAL</td>
<td>Recognise patterns in the foreign language.</td>
</tr>
<tr>
<td>LLS</td>
<td>Make predictions based on existing knowledge.</td>
</tr>
</tbody>
</table>

#### Support

Less confident children may benefit from a simple map with the continents labelled clearly.

#### Extension

More confident children label a map of the world, writing the names of the continents from memory.

### Prior knowledge

It is helpful if children already know the names of some continents and the definite articles *le/la*.

### Main activities

Display a world map where continents are clearly outlined. Point to each continent and introduce its name, i.e., *l’Europe* (Europe), *l’Afrique* (Africa), *l’Amérique du Sud* (South America), *l’Amérique du Nord* (North America), *l’Asie* (Asia), *l’Océanie* (Australasia), *l’Antarctique* (Antarctica). Repeat names quickly, slowly, loudly and quietly to practise pronunciation.

Display outline shapes of each continent. Ask the class to look at the world map and see if they can identify the individual shape of each continent. Encourage children to give answers in French. Divide the class into two teams to play *Touchez l’image*. One child from each team comes to the front. Call out a continent and the first child to touch the correct outline wins a point for their team.

Say the names of the continents again and ask children to listen for the final sound in each continent. Can they hear one ending that occurs in four of the continents? (*-ique*) Which continents end with this sound? Ask children if they can recall other words containing this phoneme, e.g., *la Belgique*, *fantastique*, *magnifique*, *la musique*. Display the grapheme *-ique* and ask children to practise writing the grapheme from memory on their partner’s hand or on a mini-whiteboard.

### ICT opportunities

**(levels of difficulty 1 = easier, 3 = more complex)**

#### 1

Using presentation software, display a world map and add an autoshape with no fill colour and a thick line border over the top of each continent. Use a custom animation to make each autoshape appear in turn when clicked and play an embedded audio file of the continent in question being pronounced.

#### 2

Create a slide using presentation software, which contains the outlined transparent autoshapes of the seven continents as they would appear on a world map. Copy the slide five times. Apply a different animation to the shapes so that on one slide they will all fly in whereas on another they will flash once. It is important that the animations are applied in a random order so the children can’t predict which one will appear next.

Say the names of the continents again and ask children to listen for the final sound in each continent. Can they hear one ending that occurs in four of the continents? (*-ique*) Which continents end with this sound? Ask children if they can recall other words containing this phoneme, e.g., *la Belgique*, *fantastique*, *magnifique*, *la musique*. Display the grapheme *-ique* and ask children to practise writing the grapheme from memory on their partner’s hand or on a mini-whiteboard.

Create a slide on the interactive whiteboard with images of words that all contain the same grapheme *-ique*. Label each picture with a word card, but use a different colour to highlight the grapheme. Cover each label with another text box which can ‘rubbed out’ with the erase tool once the items have been drilled. Run the slideshow again to hide the word cards again and see if the children can write the words from memory. Reveal the answers to check how many of them they got right.
Before displaying the names of each continent on the board, give children the opportunity to have a go at writing them independently. Display the words on the board. How accurate were children's first attempts at spelling these words? Discuss similarities and differences in pronunciation between English and French and then invite a child to the board to underline the grapheme -ique in l’Amérique du Nord/Sud, l’Afrique and l’Antarctique.

Explain to children that much of the focus of this unit will be on rivers of the world. Can they name any in English? Display the names of a selection of rivers (see ‘Teaching tips’) and model pronunciation. Children repeat. Explain the notion of gender for ‘named’ rivers. Which of the rivers are masculine and which are feminine? What clue would children be looking for? Having established that the definite article (le/la) is the clue, ask children how they could find out the gender for l’Amazone.

As it is unlikely that your class set of bilingual dictionaries contains the names of rivers, ask children to research the genders of some of the continents so that they can practise checking for gender in a dictionary (see ‘Teaching tips’).

Extension: challenge the class to see how many continents and rivers they can recall in French.
Throughout the week

Give children the opportunity to identify and name the continents in French.

Main follow-up activities

Use satellite imaging software to view continents.

ICT follow-up activities

Display satellite imaging software on the interactive whiteboard and use the screen recording function to capture the impression of flying around the Earth from continent to continent. Import the clip into a movie editing application and add on-screen titles to highlight when the viewer is travelling from one continent to another.

Learning outcomes

Children:
• recall and say the names of continents with good pronunciation
• understand the notion of gender for proper nouns such as rivers and continents
• recognise the phoneme–grapheme correspondence -ique.

Teaching tips

• Suggested rivers:
  – l’Amazone (the Amazon)
  – le Danube (the Danube)
  – le Gange (the Ganges)
  – le Nil (the Nile)
  – le Rhin (The Rhine)
  – le Yang Tsé (the Yangtse)
  – la Seine (the Seine)
  – la Tamise (the Thames).
• Sixth activity: bilingual dictionaries for children do not always contain all seven continents. Check which continents feature in your class dictionaries before starting this activity.
• Allow children time to explore the course of some of the rivers mentioned in this session.

National Curriculum links

ICT
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
2c Use simulations and explore models in order to answer ‘What if ...?’ questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships (eg simulation software, spreadsheet models).
3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

Resources

• World map with continents outlined and copies for children
• Outline shapes of the continents
• Dictionaries
• Mini-whiteboards

ICT resources

• Presentation software
• Microphone
• Access to an internet search engine
• Satellite imaging software
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Regardez la de monde carte</em></td>
<td>Look at the world map</td>
<td><em>l’Europe</em> (f)</td>
<td>Europe</td>
</tr>
<tr>
<td><em>Voici...</em></td>
<td><em>Here is...</em></td>
<td><em>l’Afrique</em> (f)</td>
<td>Africa</td>
</tr>
<tr>
<td><em>C’est quel continent?</em></td>
<td><em>Which continent is this?</em></td>
<td><em>l’Amérique du Sud</em> (f)</td>
<td>South America</td>
</tr>
<tr>
<td><em>l’Europe</em> (f)</td>
<td></td>
<td><em>l’Amérique du Nord</em> (f)</td>
<td>North America</td>
</tr>
<tr>
<td><em>l’Afrique</em> (f)</td>
<td></td>
<td><em>l’Asie</em> (f)</td>
<td>Asia</td>
</tr>
<tr>
<td><em>l’Amérique du Sud</em> (f)</td>
<td></td>
<td><em>l’Océanie</em> (f)</td>
<td>Australasia</td>
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<tr>
<td><em>l’Amérique du Nord</em> (f)</td>
<td></td>
<td><em>l’Antarctique</em> (f)</td>
<td>Antarctica</td>
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<tr>
<td><em>l’Asie</em> (f)</td>
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<td><em>l’Amazone</em></td>
<td>the Amazon</td>
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<td><em>l’Océanie</em> (f)</td>
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<td><em>le Danube</em></td>
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<td><em>l’Antarctique</em> (f)</td>
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<td><em>le Gange</em></td>
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<td><em>l’Amazone</em></td>
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<td>the Yangtze</td>
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<td><em>le Nil</em></td>
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<td><em>le Rhin</em></td>
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<td><em>la Tamise</em></td>
<td>the Thames</td>
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<tr>
<td>Framework objectives</td>
<td>Main activities</td>
<td>ICT opportunities</td>
<td></td>
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<td>----------------------</td>
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<tr>
<td>L6.3</td>
<td>Revise names of rivers and continents from Session 1. Play a simple matching game by writing a selection of the rivers on the left-hand side of the board and continents on the right. Call out the name of a river, eg <em>l’Amazone</em>, and ask the question <em>Sur quel continent est l’Amazone?</em> (In which continent is the Amazon?) to elicit <em>L’Amérique du Sud</em>, etc.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex) Using self-authoring software, create a matching exercise for the children to pair up rivers with the continents where they are found.</td>
<td></td>
</tr>
<tr>
<td>L6.4</td>
<td>Display the sentence <em>L’Amazone est en Amérique du Sud</em> (The Amazon is in South America) and read it aloud. Ensure that children are clear about the meaning of this sentence. Draw attention to <em>en Amérique du Sud</em>. Do they think that something is missing here? Explain that <em>l’</em> (the definite article) is omitted when the name of a continent comes after <em>en</em>. Display the answers to another question, eg <em>Sur quel continent est la Tamise?</em> (In which continent is the Thames?) and the class chorus <em>La Tamise est en Europe</em> (The Thames is in Europe).</td>
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<tr>
<td>KAL</td>
<td>Invite a few children to come to the front to make a human sentence using large individual word cards, eg <em>Le Gange est en Asie</em> (The Ganges is in Asia). Ask volunteers to read the sentence aloud. Continue building human sentences with different rivers and continents. Alternatively, children continue this activity by building sentences with word cards in pairs or small groups.</td>
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<tr>
<td></td>
<td>Play Pelmanism. Write the names of rivers and continents on individual cards. You will need to ensure that there are enough ‘continent cards’ for each river. Colour-code the cards, eg blue for rivers and green for continents. Place the cards face down on the board. The first child comes to the board and turns over a river card and a continent card. The class build a sentence using the two cards, eg <em>Le Nil est en Afrique</em> (The Nile is in Africa). If the river and continent do not match, the cards are replaced. If they do match, the child keeps the cards. Continue the game until all the pairs have been found.</td>
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<tr>
<td></td>
<td>Create word cards on the interactive whiteboard and ask children to form different sentences by dragging them into place. Use the stopwatch tool to give an air of urgency and see who can form the most sentences in a given time.</td>
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<td></td>
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<tr>
<td></td>
<td>Using a self-authoring package, create a Pelmanism activity for matching continent cards with river cards.</td>
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</tbody>
</table>

**Support**

Less confident children may need to refer to a list or map of continents and rivers.

In the fifth activity, less confident children may benefit from a simple writing frame with possible options.

**Extension**

In the fourth activity, confident children may prefer to build the sentence without the support of the whole class.

In the fifth activity, more confident children have a differentiated map with extra rivers on. They use an atlas and dictionary to label the additional rivers in French.

**Prior knowledge**

It is helpful if children already know the names of some continents and the definite articles *le/la.*
### Main activities (continued)

Give pairs of children a copy of a map of the world where the continents are clearly outlined. Show them how to write a label that links a continent with the appropriate river, e.g., *Le Yang Tsé est en Asie* (The Yangtze is in Asia). Children write their own labels and then share their maps with another pair.

**Extension:** provide children with a list of different rivers, one for each continent. Children research the location of each river and label each continent accordingly.

### Throughout the week

- Play Pelmanism, matching rivers with continents.
- Give pairs or small groups of children word cards from which to build sentences about rivers and continents.
- Encourage confident children to take the role of the teacher and ask the class, e.g., *Sur quel continent est la Seine?*

### Main follow-up activities

- Children produce a class display of the world with continents and rivers labelled in French sentences.

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Using a private wiki, embed a world map with pins showing where different rivers can be found. Include a model sentence as a label such as *Le Yang Tsé est en Asie* (The Yangtze is in Asia). Ask the children to work in pairs drafting sentences about the rivers and continents which they then peer assess with another group to check spelling and word order.

**Extension:** provide children with a list of different rivers, one for each continent. Children research the location of each river and label each continent accordingly.

Using an online mapping tool, the children add pins to mark different rivers in the world. These could be coloured according to the continent where they are found. They add labels describing the position of each river, e.g., *L’Amazone est en Amérique du Sud* as well as images or video clips of the local area to raise their cultural awareness. When finished they can embed the map into a class blog.
Learning outcomes

Children:
• label rivers and continents on a map
• say which continent a river is in.

Teaching tips

• Grammar point: you will have noticed that in French the definite articles *le* (m), *la* (f) and *l'* (before a vowel) are used before the names of continents. If the continent comes after the word *en*, meaning 'in', the definite article is not used, e.g. *en Amérique du Sud* (in South America).

National Curriculum links

ICT
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).
3a Share and exchange information in a variety of forms, including email (e.g. displays, posters, animations, musical compositions).
3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g. work for presentation to other pupils, writing for parents, publishing on the internet).

Resources

• Large word cards for building human sentences
• Word cards with names of rivers in blue and continents in green
• Differentiated maps to label, and optional word frames for support

ICT resources

• Self-authoring package
• Access to a class wiki
• Access to a search engine
• Access to a class blog
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sur quel continent est... l’Amazone?</td>
<td>In which continent is... the Amazon?</td>
<td>L’Amazone est en Amérique du Sud</td>
<td>The Amazon is in South America</td>
</tr>
<tr>
<td>L’Amazone est en Amérique du Sud</td>
<td>The Amazon is in South America</td>
<td>Europe</td>
<td>Europe</td>
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<tr>
<td>l’Europe (f)</td>
<td>Africa</td>
<td>l’Afrique (f)</td>
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<td>l’Amérique du Sud (f)</td>
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<td>l’Amérique du Sud (f)</td>
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<td>l’Amérique du Nord (f)</td>
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<tr>
<td>la Tamise</td>
<td>the Thames</td>
<td>la Tamise</td>
<td>the Thames</td>
</tr>
<tr>
<td>Prenez/Prends une carte bleue et une carte verte</td>
<td>Take a blue card and a green card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faites/Fais une phrase</td>
<td>Make a sentence</td>
<td>C’est vrai ou c’est faux?</td>
<td>Is it true or false?</td>
</tr>
</tbody>
</table>
### Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.3</td>
<td>Understand longer and more complex phrases or sentences.</td>
</tr>
<tr>
<td>L6.3</td>
<td>Match sound to sentences and paragraphs.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of word order and sentence construction to support the understanding of written text.</td>
</tr>
<tr>
<td>KAL</td>
<td>Notice and match agreements.</td>
</tr>
</tbody>
</table>

### Support

Less confident children may need support with the idea of substituting pronouns for rivers, and that in French they could be masculine or feminine.

### Extension

As part of the fifth activity, more confident children complete an additional facts table, using information about *La Seine* (see ‘Teaching tips’).

### Prior knowledge

It is helpful if children already know that nouns are masculine or feminine, and how to substitute pronouns for nouns.

### Main activities

1. Explain to children that they are going to be looking at a text about rivers. Display the text (see ‘Teaching tips’) and read it aloud. Stop at various points and ask them to point out where you are in the text.

2. Ask children to name the main river featured in the text. Invite a child to come to the board to underline the name (note that the name of the river only occurs twice in the text). Allow children a few minutes to discuss with their partner which word they think is used to substitute the name of the river.

3. Remind them of the compound sentences they made in Unit 18 about the planets. Ask a volunteer to underline *il*. Give a similar example in English, eg ‘The Thames is a famous river in Europe. It flows through the cities of Oxford and London in England’.

4. Look again at the list of rivers given in Session 1. Which rivers have masculine names? Which have feminine names? Show children the text for *La Seine*. Ask them to underline the pronoun (*elle*) which refers to that river.

5. Show children the headings for the facts table below and ask if they can work out their meaning (the English is given here for your information). You may prefer to substitute these headings with extracts from the text, eg *est long de* (length), *se jette dans* (flows into).

<table>
<thead>
<tr>
<th>Nom du fleuve (Name of river)</th>
<th>La longueur (Length)</th>
<th>La source (Source)</th>
<th>L’embouchure (Mouth of river)</th>
<th>Villes principales (Main towns)</th>
<th>Autres informations (Other information)</th>
</tr>
</thead>
</table>

### ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)
Children work in pairs to complete the facts table about the Congo. They feed back their answers and check them as a class. Discuss which strategies children used to locate the information.

Display and read the sentence *Le Congo est le deuxième plus grand fleuve d'Afrique* (The Congo is the second biggest river in Africa). In pairs, children briefly discuss its meaning. Show the sentence *Berlin est la plus grande ville d'Europe* (Berlin is the biggest city in Europe). Ask children to read it aloud and work out its meaning. Display a world map where the continents are clearly outlined and ask *Quel est le plus grand continent?* (Which is the biggest continent?) to elicit *l'Asie*. Write the following sentence on the board and ask the class to join in as you read it aloud, *L'Asie est le plus grand continent* (Asia is the biggest continent).

Compare the two sentences *Le Nil est le plus grand fleuve d'Afrique* (The Nile is the biggest river in Africa) and *Tokyo est la plus grande ville d'Asie* (Tokyo is the biggest city in Asia). Invite another volunteer to underline which phrase means 'the biggest' in both sentences. Compare the two underlined phrases. What do children notice when they see the sentences? What do they notice when they listen to the sentences? Can they explain why there are these differences?

Having established that, when the noun is feminine *le plus grand* becomes *la plus grande*, give groups of children some additional sentences to reinforce their understanding, eg *L'Amazone est le plus grand fleuve d'Amérique du Sud* (The Amazon is the biggest river in South America), *New York est la plus grande ville d'Amérique du Nord* (New York is the biggest city in North America).

Use the screen recording function of the interactive whiteboard and a microphone to capture everything that is written or spoken on the board. Write the two sentences while reading them out and change the font colour to highlight the phrase 'the biggest'. This could be blue for the masculine form *le plus grand* and red for the feminine form *la plus grande*. Ask the children to explain what is different about the two sentences, highlighting the change in spelling, sound and colour. Use the microphone to record their thoughts as well and then publish the whole clip on the class blog so they can reflect further at home.

Using a self-authoring package, create a cycle of exercises for reordering words in a sentence to practise *le plus grand* and *la plus grande*.
<table>
<thead>
<tr>
<th>Main activities (continued)</th>
<th>ICT opportunities (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension activity: give children some key words, e.g. Mississippi, l'Amérique du Nord, le fleuve and ask them to build sentences, which they read aloud to a partner.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex) Using a word processing package, write a model sentence containing drop-down menus that include a range of keywords needed to form a variety of examples. Create a number of text boxes underneath the model so that the children can use the drop-down menus to scaffold their writing and produce their own sentences independently.</td>
</tr>
</tbody>
</table>

### Throughout the week

<table>
<thead>
<tr>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Répétez si c’est Vrai (Repeat if it’s True) with key facts about the continents and/or rivers, e.g. En Afrique il y a le Danube (In Africa there is the Danube), L’Europe est le plus grand continent du monde (Europe is the biggest continent in the world), La Loire traverse l’Angleterre (The Loire flows through England).</td>
<td>The children pretend they are journalists and produce a news report about a river in France. They need to research their chosen river first by using the French version of Wikipedia, fill in the table above with their findings and write model sentences to be included in their script. Once they have thoroughly rehearsed their lines and found props and costumes to use, they can video their efforts and publish them on the class blog.</td>
</tr>
</tbody>
</table>

Cut the text into sentence strips. In pairs or small groups, children sequence the text. Give children the opportunity to research rivers in France or in a French-speaking country. Children share information with the class.
Learning outcomes

Children:
- read and understand the main points in a non-fiction text
- use detail from a text to complete a chart
- use a simple superlative to describe a river.

Teaching tips

- The text for the first activity:

  _Les fleuves du monde (Rivers of the world)_
  
  (Each continent has a big river. In South America there is the Amazon. In Europe there is the Rhône. In Africa there is the Congo. The Congo is the second biggest river in Africa after the Nile. It is 4,700km long. Its source is in Zambia in the mountains of the East African Rift. It flows through the towns of Kisangani, Kinshasa and Brazzaville. Finally, it flows out into the Atlantic Ocean).

- The text for the first extension activity:

  _La Seine (The Seine)_
  La Seine est un fleuve très important en France. Elle est longue de 776km. Sa source est près de Dijon et elle se jette finalement dans la Manche. Elle traverse Paris, la capitale de la France.
  
  (The Seine is a very important river in France. It is 776km long. Its source is near Dijon and it finally flows out into the English Channel. It flows through Paris, the capital of France).

- You may wish to ask a native speaker to provide a recording of the two texts.

National curriculum links

Primary Framework for Literacy
Strand 7 Understanding and interpreting texts; Y3 Identify and make notes of the main points of section(s) of text.

ICT
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

Resources

- Text about rivers (see 'Teaching tips')
- The list of rivers from Session 1
- A large copy and a class set of small copies of the facts table
- World map with continents outlined
- Props and costumes for a news report

ICT resources

- Self-authoring package
- Word processing software
- Microphone
- Video camera
- Access to a search engine
- Access to a class blog
<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le langage du prof</td>
<td>Le langage des enfants</td>
</tr>
<tr>
<td>nom du fleuve</td>
<td>le plus grand/la plus grande (m/f)</td>
</tr>
<tr>
<td>la longueur</td>
<td>Le Nil est le plus grand fleuve d’Afrique</td>
</tr>
<tr>
<td>la source</td>
<td>Tokyo est la plus grande ville d’Asie</td>
</tr>
<tr>
<td>l’embouchure</td>
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</tr>
<tr>
<td>villes principales</td>
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<tr>
<td>autres informations</td>
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<tr>
<td>the biggest</td>
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<td>The Nile is the biggest river in Africa</td>
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<tr>
<td>Tokyo is the biggest city in Asia</td>
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<td>L’Europe (f)</td>
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<td>l’Afrique (f)</td>
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<td>l’Amérique du Nord (f)</td>
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<td>the Thames</td>
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<tr>
<td>nom du fleuve</td>
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<td>the Seine</td>
</tr>
<tr>
<td>the Thames</td>
<td>the Thames</td>
</tr>
</tbody>
</table>
## Session 4
What is the weather going to be like?

### Framework objectives

| O6.4 | Use spoken language confidently to initiate and sustain conversations and to tell stories. |
| L6.1 | Read and understand the main points and some detail from a short written passage. |
| KAL | Recognise patterns in the foreign language. |
| LLS | Use a dictionary. |

### Support

Less confident children may need a reference sheet to help them understand the difference between present and future.

### Extension

More confident children can devise guidelines or help sheets for less confident children to help them understand how to recognise plural nouns.

### Prior knowledge

It is helpful if children already know *Quel temps fait-il?*, some weather phrases, the silent *s* in simple plurals and how to form the immediate future.

### Main activities

1. Reread the text from Session 3. Ask children to close their eyes and imagine the scenery at three different stages of the river’s journey. Ask for suggestions in English as to the type of landscape they would expect to see and repeat these in French, e.g., a lake (*un lac*), a mountain (*une montagne*), the rainforest (*la forêt tropicale*), a desert (*un désert*), a valley (*une vallée*), a swamp (*un marais*), a waterfall (*une chute*), a town (*une ville*), the sea (*la mer*), the ocean (*l’océan*).
2. For the purpose of this unit, children will also need to know high plateaux (*les hauts plateaux*).
3. If possible, display a pictorial map of the river Congo’s journey, with concealed symbols showing some geographical features. Reveal the symbols and if they match children’s suggestions say *Oui, il y a des montagnes*, etc. Encourage children to repeat each of the new vocabulary items after you.
4. Reveal all the symbols if you have not already done so, and practise pronunciation of the vocabulary. Play a quick game to reinforce this (see the Teaching tips for ideas).
5. Highlight and practise the new sound *-gne*, as in *montagne*, *cygne* (see Unit 11), *campagne*, *Grand Bretagne*, *signe*, *ligne*.

### ICT opportunities

1. Using presentation software, show the children a map of the Congo and include a number of hyperlinked autoshapes which, when clicked, go to a separate slide containing an image of a geographical feature. Include a back button to return to the main map slide so the children can continue guessing until all the features have been revealed.
2. Using a microphone and sound editing software, record the children chanting the vocabulary. Loop this recording and play it while they are matching the words with their symbols in a self-authoring package, so they can practise their pronunciation and sound–spelling links.
3. Ask the children to draw images of the *-gne* words and label them, underlining the common sound. Video the children holding up their images and pronouncing them correctly. Publish the finished clip on the class blog.
### Main activities (continued)

Read out the full text of the journey of the Congo (see text at the end of this unit). Take the opportunity to point out that some of the nouns are plural. Ask children how they could identify this without seeing the written text (i.e., by hearing the word *les*). What do they remember about making simple plurals in French? Display the written words on the board and discuss.

Explain to children that they are explorers who will be leading a team to explore the Congo: *Pour cette activité, vous êtes explorateurs* (For this activity, you are explorers). They will need to compile and send out a document to the rest of their team, explaining what they will encounter. Part of the information that will be needed for the journey is a weather forecast.

Revise weather phrases in the present tense (see Units 7, 12 and 17), e.g., *il fait chaud* (it is hot) and show children how this changes to *il va faire chaud* (it's going to be hot) if we are forecasting the weather. Display both sentences together and encourage children to discuss the differences in pairs. They may like to make comparisons with English.

Show another example, e.g., *il fait beau* (it is fine) and how to change this to *il va faire beau* (it is going to be fine) if you are forecasting the weather. Challenge children to change the phrases *il fait mauvais* (it is bad), *il fait froid* (it is cold) and *il fait du vent* (it is windy) as if they were forecasting the weather. Check that they understand the meaning of these phrases. Tell them that the only exceptions to this pattern are *il va pleuvoir* (it's going to rain) and *il va neiger* (it's going to snow) and write all the new phrases on the board.

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Play the children a recording of the full text and then display it on the interactive whiteboard, highlighting the word *les* by changing the font colour. Using a microphone and sound editing software, record the children's discussions on how to make simple plurals in French.

Display the present tense weather expression on a slide and then have the future version appear underneath using a custom animation. Change the font colour for the verb in each case to highlight how it transforms from the present to the future.

Using a private wiki, ask the children to create weather expressions in the future based on the rule they have learnt.

Display different weather symbols using presentation software and apply custom animations so they catch the children's attention.

Extension: challenge the class to see how many continents, landscape features and weather forecast phrases they can remember in French. Invite them to predict how many they will be able to recall.
# Unit 20 Overview

## Session 4

### 20

**Our world**

**Notre monde**

---

### Throughout the week

Children look up the daily weather forecast in a particular continent. This can be done by using a weather website to find out about the weather in five selected cities across the continent. They collate the information in a bar chart. Children post a daily weather report in the main entrance. This should contain the weather today and a forecast for tomorrow.

### Main follow-up activities

- **Children make labelled weather forecast cards for display in the classroom or hall.**
- **If the school has a partner school in a French-speaking country, make a comparison of weather conditions.**

### ICT follow-up activities

- **Having researched a French weather website, children record a podcast predicting what the weather will be like the following day in a particular continent. If the teacher uses a social networking and microblogging service, they could ask for feedback from followers who live in that continent if their predictions were right.**

---

### Learning outcomes

**Children:**

- understand and say some weather phrases in the immediate future tense
- recognise and pronounce some geographical features
- recognise the phoneme–grapheme correspondence -ique.

### National Curriculum links

#### Geography

- **2a** Use appropriate geographical vocabulary (eg temperature, transport, industry).
- **2c** Use atlases and globes, and maps and plans at a range of scales (eg using contents, keys, grids).

#### ICT

- **2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- **3a** Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- **3b** Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- The notion of upper and lower course, that a river begins in the mountains or hills and flows down to the sea, could be explained in simple French, eg:
  - **Normalement, la source d’un fleuve est dans les montagnes. Le fleuve descend à travers les vallées. Il se jette finalement dans la mer ou l’océan.**
  - (Normally, the source of a river is in the mountains. The river flows down through the valleys. Finally it flows out into the sea).

- The ‘immediate future’, formed by using **aller** with an infinitive, is also sometimes referred to as the ‘simple future’. The term ‘immediate future’ is used in this scheme of work.

- There are some websites that show the weather around the world and how it is moving across the continents. With these sites you can also look at temperature charts.

### Resources

- **Text from Session 3**
- **Pictorial map of the river Congo, with images of geographical features, on the interactive whiteboard**
- **Weather symbols**

### ICT resources

- Self-authoring package
- Presentation software
- Access to a class wiki
- Access to a search engine
- Video camera
- Microphone
- Sound editing software
### Schemes of work
French KS2

### Le langage du prof

<table>
<thead>
<tr>
<th>Oui, il y a…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normalement, la source d’un fleuve est dans les montagnes. Le fleuve descend à travers les vallées. Il se jette finalement dans la mer ou l’océan</td>
</tr>
</tbody>
</table>

| la source |
| un lac |
| un marais |
| un désert |
| une chute |
| une ville |
| une montagne |
| une forêt tropicale |
| une vallée |
| les hauts plateaux |

### Teacher’s language

<table>
<thead>
<tr>
<th>Yes, there is/are…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normally, the source of a river is in the mountains. The river flows down through the valleys. Finally it flows out into the sea</td>
</tr>
</tbody>
</table>

| the source |
| a lake |
| a swamp |
| a desert |
| a waterfall |
| a town |
| a mountain |
| a rainforest |
| a valley |
| high plateaux |

### Le langage des enfants

<table>
<thead>
<tr>
<th>Il y a…</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is/are…</td>
</tr>
</tbody>
</table>

| la source |
| un lac |
| un marais |
| un désert |
| une chute |
| une ville |
| une montagne |
| une forêt tropicale |
| une vallée |
| les hauts plateaux |

### Children’s language

<table>
<thead>
<tr>
<th>There is/are…</th>
</tr>
</thead>
<tbody>
<tr>
<td>The weather is going to be…fine, hot, windy, bad, cold</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the weather going to be like?</th>
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<tbody>
<tr>
<td>What is the weather going to be like?</td>
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<table>
<thead>
<tr>
<th>Quel temps va-t-il faire?</th>
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<tbody>
<tr>
<td>Quel temps va-t-il faire?</td>
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</table>

<table>
<thead>
<tr>
<th>Il va faire…beau, chaud, du vent, mauvais, froid</th>
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<tbody>
<tr>
<td>Il va faire…beau, chaud, du vent, mauvais, froid</td>
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<tr>
<th>Il va pleuvoir</th>
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<tbody>
<tr>
<td>Il va pleuvoir</td>
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</table>

<table>
<thead>
<tr>
<th>Il va neiger</th>
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<tbody>
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<td>Il va neiger</td>
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<table>
<thead>
<tr>
<th>Il va neiger</th>
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<tbody>
<tr>
<td>It's going to rain</td>
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<tr>
<td>It's going to snow</td>
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</table>

<table>
<thead>
<tr>
<th>Il va faire…beau, chaud, du vent, mauvais, froid</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's going to rain</td>
</tr>
<tr>
<td>It's going to snow</td>
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</tbody>
</table>
### Framework objectives

<table>
<thead>
<tr>
<th>Framework objectives</th>
<th>Main activities</th>
<th>ICT opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.3</td>
<td>Revise answers to the question <em>Quel temps va-t-il faire?</em></td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
</tr>
<tr>
<td>IU6.2</td>
<td>Show children the pictorial map of the river Congo. Remind them that they are explorers leading a team to explore it. The journey is going to take five months and they will need to explain to other members of their imaginary team what they will see each month and what the weather is going to be like.</td>
<td></td>
</tr>
<tr>
<td>LLS</td>
<td>Children work in groups. Give each group copies of symbol cards showing the correct features for each part of the journey. On each card there will be a variety of symbols, eg the outline and name of Zambia, a mountain and someone shivering. Explain that these show what they will encounter each month on their journey, and choose one of the symbol cards to talk through, eg <em>La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.</em> (The source of the Congo is in the mountains of Zambia. In August, in the mountains, it’s going to be cold.)</td>
<td></td>
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<tr>
<td></td>
<td>Give out text cards (see 'Teaching tips') and ask children to match these with the symbol cards and put them in the correct order.</td>
<td></td>
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<tr>
<td></td>
<td>Children read their texts aloud to each other. Encourage them to comment constructively on each other’s reading and pronunciation. As a class, establish the correct order of the text cards.</td>
<td></td>
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<tr>
<td></td>
<td>Extension: children research the countries that the Congo crosses on its journey. They can formulate geographical questions, eg ‘What is the landscape like?’, ‘Which languages are spoken?’</td>
<td></td>
</tr>
</tbody>
</table>

### Support

Less confident children may need further support in the form of subject-specific reference materials.

### Extension

More confident children could try to construct the sentences using only the picture cards as prompts.

### Prior knowledge

It is helpful if children already know *il y a...* and the names of some geographical features.
## Session 5
### The journey of the Congo

<table>
<thead>
<tr>
<th>Throughout the week</th>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children answer the register with a sentence containing <em>en</em> + continent, e.g. <em>Je suis en Amérique.</em></td>
<td>Invite individual children to the board to add labels for the source, the different countries, the landscape features, etc.</td>
<td>The children create a private collaborative, multimedia slide show including images of the different parts of the Congo. They describe what is happening in each picture with an audio and text comment.</td>
</tr>
</tbody>
</table>

### Learning outcomes

**Children:**
- understand and use the preposition *en* + country or continent
- read and understand a short text in the present and future tenses.

### Teaching tips

- Fourth activity: these ideas for text cards are taken from a full text available at the end of this unit
  - a. *La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.*
    (The source of the Congo is in the mountains of Zambia. In August, in the mountains, it's going to be cold.)
    (The Congo flows through valleys and rainforests in the Democratic Republic of Congo. It is going to rain in the rainforests in September.)
    (The Congo flows through the Stanley Falls on the high plateaux. It is going to be windy on the high plateaux in October.)
    (The Congo flows through the large towns of Kisangani, Kinshasa and Brazzaville. Kinshasa is the second largest town in Africa. It is going to be sunny in the large towns in November.)
    (The Congo flows through the swamps of the Democratic Republic of Congo. It is going to be hot in the swamps in December. Finally, the Congo flows into the Atlantic Ocean.)

### National Curriculum links

**Geography**
- 2d Use secondary sources of information, including aerial photographs (e.g., information texts, the internet, satellite images, photographs, videos).
- 3a Identify and describe what places are like (e.g., in terms of weather, jobs).

**ICT**
- 1a Talk about what information they need and how they can find and use it (e.g., searching the internet or a CD-ROM, using printed material, asking people).
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (e.g., displays, posters, animations, musical compositions).

### Resources

- Pictorial map of the Congo river, with images of geographical features, on the interactive whiteboard
- Sets of symbol and text cards showing features for each part of the Congo’s journey

**ICT resources**
- Self-authoring package
- Access to an internet search engine
- Access to a class blog
- Microphone
- Sound editing software
### Unit 20 Overview

#### Our world

**Session 5**

The journey of the Congo

3 of 3

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<table>
<thead>
<tr>
<th><strong>Le langage du prof</strong></th>
<th><strong>Teacher’s language</strong></th>
<th><strong>Le langage des enfants</strong></th>
<th><strong>Children’s language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quel temps va-t-il faire?</td>
<td>What is the weather going to be like?</td>
<td>Il va faire...beau, chaud, du vent, mauvais, froid</td>
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<tr>
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<td>It’s going to snow</td>
<td>Il va neiger</td>
<td>It’s going to snow</td>
</tr>
</tbody>
</table>

**Pour cette activité, vous êtes explorateurs**

For this activity you are explorers

**Le Congo traverse...**

The Congo flows through...

<table>
<thead>
<tr>
<th>la source</th>
<th>the source</th>
</tr>
</thead>
<tbody>
<tr>
<td>un lac</td>
<td>a lake</td>
</tr>
<tr>
<td>un marais</td>
<td>un marais</td>
</tr>
<tr>
<td>un désert</td>
<td>un désert</td>
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<tr>
<td>une chute</td>
<td>une chute</td>
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<tr>
<td>une ville</td>
<td>une ville</td>
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<tr>
<td>une montagne</td>
<td>une montagne</td>
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<tr>
<td>une forêt tropicale</td>
<td>une forêt tropicale</td>
</tr>
<tr>
<td>une vallée</td>
<td>une vallée</td>
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<tr>
<td>les hauts plateaux</td>
<td>les hauts plateaux</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>dans...</th>
<th>dans...</th>
</tr>
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<tbody>
<tr>
<td>en janvier</td>
<td>en janvier</td>
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<table>
<thead>
<tr>
<th><strong>Schemes of work</strong></th>
<th><strong>French KS2</strong></th>
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**Back**  |  **Next**  | **Contents**  | Unit 20 Overview  | Unit 20 Session:  | 1 | 2 | 3 | 4 | 5 | 6 | **Print**  | **Quit**
## Framework objectives

<table>
<thead>
<tr>
<th>L6.4</th>
<th>Write sentences on a range of topics using a model.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAL</td>
<td>Use knowledge of words and text conventions to build sentences and short texts.</td>
</tr>
<tr>
<td>LLS</td>
<td>Apply a range of linguistic knowledge to create simple, written productions.</td>
</tr>
</tbody>
</table>

### Support

Support less confident children with a writing frame, gap-fill text or word banks to help them construct their sentences.

### Extension

Encourage more confident children to use relevant subject pronouns in their work.

### Prior knowledge

It is helpful if children are already confident with the geographical features of a river's journey.

## Main activities

**Play the Human Sentence game with a number of sentences, e.g.** *Le Nil est en Afrique* (The Nile is in Africa), *Le Congo traverse les forêts tropicales* (The Congo flows through the rainforests). Cut up each sentence into separate words and challenge groups of children to reorder the words correctly. Ask each group to read their sentence aloud before putting the sentences on the board.

Tell children that they are going to use this lesson to plan their own exploration of an imaginary river. This can be done as a poster for display or made into an oral presentation. Remind them that, for each part of the journey, their team will need information on geographical features and what the weather is going to be like. You may wish to display the pictorial map of the Congo with labelled features as a reminder.

As a class, write the first paragraph about an imaginary river together, e.g.:

*Notre exploration va commencer en août.*

*On va explorer le/la... (+ name of river).*

*Le/La... est en... (+ continent).*

*Le/La... est le plus long fleuve d’... (+ continent).*

*Le/La... est long de... km.*

*La source du/de la... est dans... (+ geographical feature).*

*Le/La... traverse... (+ geographical feature).*

*En août dans... (+ geographical feature) il va faire... (+ weather).*

**Extension:** point out that in the class paragraph, the name of the river has been used a number of times, whereas in the text they read in Session 3 it was only used once. Can they remember which word was used in place of the name of the river? Remind them of the use of *il* or *elle* as a pronoun to refer to the river, and decide where it might be used in the paragraph.

## ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

Using a self-authoring package, create a cycle of reordering exercises to help the children practise putting the words into the correct order.

1
### Main activities (continued)

Children work in pairs, using the model above to scaffold their writing. Remind them that their journey should:
- last several months
- include a variety of different landscapes
- include a variety of weather conditions

Throughout the session, ask children to read out their work in progress.
Write the final sentence together as a class: *Le...se jette finalement dans l'Océan.../la Mer...*.

### Main follow-up activities

- Children produce class displays on their river journey using images and writing.

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Using the French version of Wikipedia and a private wiki, children work in pairs to produce a description of their imaginary exploration based on the writing frame they’ve been given. They can include images and video clips to illustrate their journey along the way.

Throughout the week

- Children continue their preparation of the information text.

### ICT follow-up activities

- Children create a video of their imaginary journey using a green screen so they can display images of each stage of their exploration behind them. This will give the impression that they are actually travelling from one place to another and will bring their presentation to life. Using the texts they have already drafted, the children can record a voiceover and include a written description too. The finished clips can be published on the class blog.
- Alternatively, use animation to record the journey of the river.

---

**Schemes of work**
French KS2
(levels of difficulty 1 = easier, 3 = more complex)
**Unit 20 Overview**

**Session 6**

Our world

Notre monde

**Explorers**

3 of 5

---

**Learning outcomes**

Children:

- produce a non-fiction text for display/presentation
- apply language to a new context.

**Teaching tips**

- To differentiate the river journey activity, you might ask some children to create a journey that only lasts two or three months instead of five. Alternatively, you might prefer to provide a writing frame or gap-fill text for those children requiring extra support.
- Some children may prefer to base their river journey on an actual river rather than an imaginary one. Encourage them to use a long river which passes through a variety of landscapes.

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**National Curriculum links**

**Primary Framework for Literacy**

**Strand 9** Creating and shaping texts; Y6 Integrate words, images and sounds imaginatively for different purposes.

**Strand 10** Text structure and organisation; Y6 Use varied structures to shape and organise text coherently.

**Strand 12** Presentation; Y6 Select from a wide range of ICT programs to present text effectively and communicate information and ideas.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

---

**Resources**

- Sentences about the Congo's journey cut up into separate words
- A pictorial map of the Congo with labelled features
- Differentiated writing frames or gap-fill texts

**ICT resources**

- Self-authoring package
- Access to a class wiki
- Access to a search engine
- Video camera
- Microphone
- Sound editing software
<table>
<thead>
<tr>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a sentence</td>
<td>Notre exploration va commencer en août</td>
<td>Our exploration is going to start in August</td>
</tr>
<tr>
<td>Our exploration is going to start in August</td>
<td>On va explorer le/la ... (+ fleuve)</td>
<td>The... is in... (+ continent)</td>
</tr>
<tr>
<td>We are going to explore the... (+ river)</td>
<td>Le/La... est en... (+ continent)</td>
<td>The... is the longest river in... (+ continent)</td>
</tr>
<tr>
<td>The... is in... (+ continent)</td>
<td>Le/La... est le plus long fleuve d'... (+ continent)</td>
<td>Le/La... est le plus long fleuve d'... (+ continent)</td>
</tr>
<tr>
<td>The... is the longest river in... (+ continent)</td>
<td>Le/La... est long de... km</td>
<td>The... is... km long</td>
</tr>
<tr>
<td>The source of the... is in... (+ geographical feature)</td>
<td>La source du/la... est dans... (+ geographical feature)</td>
<td>The... source of the... is in... (+ geographical feature)</td>
</tr>
<tr>
<td>In August in the mountains it is going to be... (+ weather)</td>
<td>Le/La... traverse... (+ feature)</td>
<td>In August in the mountains it is going to be... (+ weather)</td>
</tr>
<tr>
<td>in...</td>
<td>En août dans les montagnes il va faire... (+ temps)</td>
<td>in...</td>
</tr>
<tr>
<td>in January</td>
<td>la source</td>
<td>in January</td>
</tr>
<tr>
<td>the source</td>
<td>un lac</td>
<td>the source</td>
</tr>
<tr>
<td>a lake</td>
<td>un marais</td>
<td>a lake</td>
</tr>
<tr>
<td>a swamp</td>
<td>un désert</td>
<td>a desert</td>
</tr>
<tr>
<td>a desert</td>
<td>une chute</td>
<td>a waterfall</td>
</tr>
<tr>
<td>a waterfall</td>
<td>une montagne</td>
<td>a town</td>
</tr>
<tr>
<td>a town</td>
<td>une forêt tropicale</td>
<td>a mountain</td>
</tr>
<tr>
<td>a rainforest</td>
<td>une ville</td>
<td>a mountain</td>
</tr>
<tr>
<td>a valley</td>
<td>une forêt tropicale</td>
<td>a valley</td>
</tr>
<tr>
<td>high plateaux</td>
<td>les hauts plateaux</td>
<td>high plateaux</td>
</tr>
<tr>
<td>Finally, the... flows into the... Ocean/Sea</td>
<td>Le/La... se jette finalement dans l'Océan... /la Mer...</td>
<td>Finally, the... flows into the... Ocean/Sea</td>
</tr>
<tr>
<td>The weather is going to be... fine, hot, windy, bad, cold</td>
<td>Il va faire... beau, chaud, du vent, mauvais, froid</td>
<td>The weather is going to be... fine, hot, windy, bad, cold</td>
</tr>
<tr>
<td>It's going to rain</td>
<td>Il va pleuvoir</td>
<td>It's going to rain</td>
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<td>It's going to snow</td>
<td>Il va neiger</td>
<td>It's going to snow</td>
</tr>
<tr>
<td>Finally, the... flows into the... Ocean/Sea</td>
<td>Le/La... se jette finalement dans l'Océan... /la Mer...</td>
<td>Finally, the... flows into the... Ocean/Sea</td>
</tr>
</tbody>
</table>
### End of unit activities

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| • To apply the knowledge, skills and understanding from this unit | • Children present their river journeys to a friendly audience; to their own or another class or during a school celebration assembly | • Present information in a variety of ways | • Follow-up: if children have made posters, make these into a classroom display  
• If the school has a French-speaking partner school, the class could email photos of their presentations or present their work via a videoconferencing link |

#### Le Congo (full text)

Our exploration is going to start in August. We are going to explore the Congo. The Congo is the second longest river in Africa after the Nile. It is 4,700km long. The source of the Congo is in Zambia in the mountains. In August in the mountains, it's going to be cold.

The Congo flows through the valleys and the rainforests in the Democratic Republic of Congo. In September in the rainforests it's going to rain.

The Congo flows through the Stanley Falls on the high plateaux. In October on the high plateaux it’s going to be windy.

The Congo flows through the large towns of Kisangani, Kinshasa and Brazzaville. Kinshasa is the second largest town in Africa. In November in the large towns it's going to be sunny.

The Congo flows through the swamps in the Democratic Republic of Congo. In December in the swamps it’s going to be hot. Finally, the Congo flows into the Atlantic Ocean.

Our exploration va commencer en août. On va explorer le Congo. Le Congo est le deuxième plus long fleuve d’Afrique après le Nil. Il est long de 4,700km. La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.

Le Congo traverse les vallées et les forêts tropicales en République Démocratique du Congo. En septembre dans les forêts tropicales il va pleuvoir.

Le Congo traverse les chutes Stanley dans les hauts plateaux. En octobre, dans les hauts plateaux, il va faire du vent.


Le Congo traverse les marais en République Démocratique du Congo. En décembre dans les marais il va faire chaud. Le Congo se jette finalement dans l’Océan Atlantique.
Unit 21 Creating a café/Monter un café

Overview
Session 1: Café conundrum
Session 2: The Café Song
Session 3: What’s on the menu?
Session 4: Choosing an ice cream
Session 5: Making a milkshake
Session 6: Café theatre
About this unit
In this unit children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the perfect tense by saying what others have eaten or drunk. They revise use of the euro with simple prices. They follow a recipe for a milkshake and justify their choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts.

Prior learning
It is helpful if children already know:
• the names of some snacks and drinks
• numbers 1–20
• j’ai mangé, j’ai bu
• how to say they would like something
• s’il vous plaît
• how to ask how much something costs
• text features of a recipe

New language content
• Quantities of food and drink
• Transactional language for a café
• Seeking clarification of meaning
• Perfect tense: third person singular form (il/elle a mangé, il/elle a bu)
• Prepositions: au, à la
• Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of -ill-

Where this unit fits in
Children have the opportunity to revise some numbers and extend previously learnt language associated with food and drink (see Units 10 and 13) and with buying something (see Unit 6). They extend their use of the perfect tense (see Unit 13). They learn a song and perform in a play to practise the language learnt.

End of unit activity
Children work in groups to prepare a play in which they order food and drink, using humour to engage their audience. They perform their plays, which can also be recorded and shown to other classes or on the school website.

Expectations

At the end of this unit
Most children will:
• ask for certain drinks and snacks; understand sums of money; know how to say what a friend has eaten and drunk; understand and use a range of vocabulary relating to a café scene; sing a song from memory on a related topic; devise and perform a short sketch using structures learnt in the unit.

Some children will not have made so much progress and will:
• listen and respond to the names of drinks and snacks; respond with oui or non, gestures or short answers to questions about drinks and snacks or money; refer to textual or visual clues when singing a song.

Some children will have progressed further and will:
• show confident recall of known language and structures.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O6.1</th>
<th>O6.2</th>
<th>O6.3</th>
<th>O6.4</th>
<th>L6.1</th>
<th>L6.2</th>
<th>L6.3</th>
<th>L6.4</th>
<th>IU6.1</th>
<th>IU6.2</th>
<th>IU6.3</th>
<th>KAL</th>
<th>LLS</th>
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<tbody>
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</tbody>
</table>
### National Curriculum links

**Primary Framework for Literacy**

<table>
<thead>
<tr>
<th>Strand 1</th>
<th>Speaking; Y4 Use and reflect on some ground rules for sustaining talk and interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand 2</td>
<td>Listening and responding; Y1 Listen with sustained concentration, building new stores of words in different contexts.</td>
</tr>
<tr>
<td>Strand 2</td>
<td>Speaking; Y1 Listen with sustained concentration, building new stores of words in different contexts; Y4 Develop and use specific vocabulary in different contexts.</td>
</tr>
<tr>
<td>Strand 4</td>
<td>Drama; Y4 Develop scripts based on improvisation; comment constructively on plays and performances, discussing effects and how they are achieved; perform a scripted scene making use of dramatic conventions; Y6 Devise a performance considering how to adapt the performance for a specific audience.</td>
</tr>
<tr>
<td>Strand 7</td>
<td>Understanding and interpreting texts; Y3 Identify and make notes of the main points of section(s) of text; use syntax, context and word structure to build their store of vocabulary as they read for meaning; Y4 Use knowledge of different organisational features of texts to find information effectively.</td>
</tr>
<tr>
<td>Strand 9</td>
<td>Creating and shaping texts; Y3 Write non-narrative texts using structures of different text types.</td>
</tr>
</tbody>
</table>

**Design and technology**

- **2f** Follow safe procedures for food safety and hygiene.

**Geography**

- **3f** Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world (e.g., comparing a village with a part of a city in the same country).

**Music**

- **1a** Sing songs in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.

**Citizenship**

- **4f** Learn that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

**ICT**

- **1c** Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
- **2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g., desktop publishing, multimedia presentations).
- **3a** Share and exchange information in a variety of forms, including email (e.g., displays, posters, animations, musical compositions).

- **3b** Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g., work for presentation to other pupils, writing for parents, publishing on the internet).
- **4a** Review what they and others have done to help them develop their ideas.
Resources

- Picture or short filmed clip of a French café
- Café menus (authentic or invented)
- Dictionaries
- Small and large word cards of drinks, snacks and ice creams
- Picture flashcards or images of a selection of snacks, drinks and ice creams
- Pictures of individual children
- Images or picture flashcards to illustrate snacks, drinks and ice creams in The Café Song
- Text strips for The Café Song (in envelopes)
- Images of French markets, supermarkets and food shops
- Map of France
- Internet access for researching regional specialities
- Picture flashcards or images of some ice cream flavours
- Milkshake recipe
- Pictures or props to illustrate the milkshake recipe
- Ingredients and equipment for making a milkshake
- Template for tasting review grid
- Props for an end of unit performance
- Large sheets of paper for creating posters

ICT resources

- Presentation software
- Access to a class wiki
- Access to an internet search engine
- Microphone
- Sound editing software
- Access to a class blog
- Self-authoring package
- Digital camera
- Video camera
- Internet access for researching regional specialities
- Access to a teacher's social networking and microblogging service
- Access to a graphics blog site
## Framework objectives

<table>
<thead>
<tr>
<th>Framework objectives</th>
<th>Main activities</th>
<th>ICT opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L6.1</strong> Read and understand the main points and some detail from a short written passage.</td>
<td>Show children a picture or short video clip of a French café. Discuss and ask them to tell you what they can see in the picture. Have any of the children ever been to a French café, in France, in a French-speaking country or in England? What did they have to eat or drink? Play Café conundrum. Give pairs of children a menu from a French café (see example at the end of this unit). Invite them to write the words that they know or can guess the meaning of in a column headed ‘known’. They put unknown words into a second column headed ‘unknown’. Ask them which strategies they would use to work out the meanings of the unknown words, eg comparing them with English or other languages or using knowledge of other words or phrases that might be similar. Children then use a dictionary to find or check the meanings of the new words and write these down. This could also be played as a team speed challenge game.</td>
<td>Add a screenshot of a French menu to a private wiki. Ask the children to collaborate in pairs and make a list of known words. They can then use an online dictionary to find the meaning of unknown words from the menu.</td>
</tr>
<tr>
<td><strong>KAL</strong> Recognise patterns in the foreign language.</td>
<td></td>
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<tr>
<td><strong>LLS</strong> Discuss language learning and reflect on and share ideas and experiences.</td>
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<tr>
<td><strong>Support</strong> Less confident children may benefit from using a word bank rather than a dictionary.</td>
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<tr>
<td><strong>Extension</strong> More confident children find additional vocabulary in a bilingual dictionary.</td>
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</tr>
<tr>
<td><strong>Prior knowledge</strong> It is helpful if children already know the names of some snacks and drinks.</td>
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</tr>
</tbody>
</table>
Again using the word cards from the fourth activity, ask children to mix up their cards. Play Speed Sort. Call out a category, eg *je voudrais les boissons* (I would like the drinks). Give children 60 seconds to group the drinks together. Repeat for *les snacks* (snacks) and *les glaces* (ice creams). As a follow-up, call out a category and children have to say three examples from that category.

### Throughout the week

<table>
<thead>
<tr>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children play <em>Loto</em> (Bingo) with café items.</td>
<td>Create an interactive menu using presentation software where the children can click on a particular item and launch a sound file that will help them to practise their pronunciation. The presentation could be uploaded to the class blog so that children can practise at home too.</td>
</tr>
<tr>
<td>Play Phoneme Lotto. Give children cards with six graphemes, such as <em>au, è/ai, j, i, ch</em> and <em>eu</em>. Call out a snack or drink and the children cross off one corresponding sound on their card. As a variation, these cards could have pictures on the reverse. In this version of the game, which is more challenging, you call out a phoneme and the children cross off an item that contains the sound. This could be played in pairs for support. Children create labelled pictures of snacks, drinks and ice creams for display. Play Speed Sort using phonemes as the category.</td>
<td></td>
</tr>
</tbody>
</table>

### Learning outcomes

**Children:**
- find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary
- select and sort words into appropriate categories
- listen carefully and arrange word cards in an appropriate sequence

### National Curriculum links

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- 4a Review what they and others have done to help them develop their ideas.

### Teaching tips

- Children needing extra support will find it helpful to have an illustrated list of café items and word cards

### Resources

- Picture or short filmed clip of a French café
- Café menus (authentic or invented)
- Dictionaries
- Small and large word cards of drinks, snacks and ice creams

### ICT resources

- Presentation software
- Access to a class wiki
- Access to an internet search engine
- Microphone
- Sound editing software
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td>un coca</td>
<td>a cola</td>
<td>un coca</td>
<td>a cola</td>
</tr>
<tr>
<td>un milkshake</td>
<td>a milkshake</td>
<td>un milkshake</td>
<td>a milkshake</td>
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<tr>
<td>un chocolat chaud</td>
<td>a hot chocolate</td>
<td>un chocolat chaud</td>
<td>a hot chocolate</td>
</tr>
<tr>
<td>un café</td>
<td>a (black) coffee</td>
<td>un café</td>
<td>a (black) coffee</td>
</tr>
<tr>
<td>un café au lait</td>
<td>a coffee with milk</td>
<td>un café au lait</td>
<td>a coffee with milk</td>
</tr>
<tr>
<td>un paquet de chips</td>
<td>a packet of crisps</td>
<td>un paquet de chips</td>
<td>a packet of crisps</td>
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<tr>
<td>une limonade</td>
<td>a lemonade</td>
<td>une limonade</td>
<td>a lemonade</td>
</tr>
<tr>
<td>une eau minérale</td>
<td>a mineral water</td>
<td>une eau minérale</td>
<td>a mineral water</td>
</tr>
<tr>
<td>une tasse de thé</td>
<td>a cup of tea</td>
<td>une tasse de thé</td>
<td>a cup of tea</td>
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<tr>
<td>une portion de frites</td>
<td>a portion of chips</td>
<td>une portion de frites</td>
<td>a portion of chips</td>
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<tr>
<td>une pizza</td>
<td>a pizza</td>
<td>une pizza</td>
<td>a pizza</td>
</tr>
<tr>
<td>une glace...au chocolat, à la fraise, à la vanille</td>
<td>a...chocolate, strawberry, vanilla ice cream</td>
<td>une glace...au chocolat, à la fraise, à la vanille</td>
<td>a...chocolate, strawberry, vanilla ice cream</td>
</tr>
</tbody>
</table>

Je voudrais...les boissons, les snacks, les glaces
I would like...the drinks, the snacks, the ice creams
### Framework objectives

- **O6.1** Understand the main points and simple opinions in a spoken story, song or passage.
- **L6.3** Match sound to sentences and paragraphs.
- **IU6.1** Compare attitudes towards aspects of everyday life.
- **LLS** Use context and previous knowledge to help understanding.

### Main activities

1. **Remind children how to describe what they have eaten and drunk using the perfect tense** (see Unit 13, Session 1) by asking *Qu’est-ce que tu as mangé hier?* (What did you eat yesterday?) Model the response using a picture or action, eg *j’ai mangé un sandwich* (I ate a sandwich). Ask the question again and encourage children to join in with the answer. Repeat the activity several times, varying the food item. When appropriate, extend this activity to include the question *Qu’est-ce que tu as bu hier?* (What did you drink yesterday?) to elicit the response, eg *j’ai bu du lait* (I drank some milk).

2. **Display a series of pictures of individual children and items of food and drink.** Draw arrows to link each child with an item of food or drink and introduce the question *Qu’est-ce qu’il/elle a mangé hier?* (What did he/she eat yesterday?) Model the reply *Il/Elle a mangé une crêpe* (He/She ate a pancake). Ask children to chorus your response. Repeat with further examples and encourage children to respond independently.

3. **Read or sing *La chanson du café* (The Café Song).** Use images and gestures to support children’s understanding of key points. They listen again and record snacks and drinks that they hear, and the cost of the bill, and then feed back in English or French. As they say each item, display an image or flashcard on the board, add the corresponding number and say the French, eg *trois cocas*.

4. **Play games to practise the items from the song and additional items from Session 1**, eg mouth an item and children read your lips to guess the words. Show images or flashcards of the items, revealing them slowly for children to say what they are. Play *RÉPETEZ SI C’EST VRAI* (Repeat if it’s True), where you point to and name a picture and children repeat only if the name is correct.

### ICT opportunities

1. **(levels of difficulty 1 = easier, 3 = more complex)**
   - Import a selection of images of different foodstuffs and drinks in a circle on the interactive whiteboard. Add a picture of a mouth in the middle and order the images so that the mouth is brought to the front. The children drag the food and drink items over the mouth saying what they have eaten or drunk. As the mouth has been put on a separate layer the item will go underneath giving the impression it has been eaten or drunk.
   - Display photos of individual children with food and drink items underneath them. Add a large mouth over the top of their normal mouth in the picture and make sure the large mouth is ordered to be on top so that when food or drink items are dragged over them, they disappear as if they have been eaten or drunk. Each time a child feeds an item to a mouth, the class can repeat what he or she has eaten or drunk.
   - Using the interactive whiteboard, insert the text of the song with the relevant pictures to accompany each verse. If possible, add a sound file of the tune. If the tune is played on a digital keyboard, the saved file can be imported into the whiteboard (provided it is saved as the right file type).
   - Using a self-authoring package, create a cycle of exercises to practise the different items in the song.
## Session 2
### The Café Song

#### Main activities (continued)

- Children work in groups. Give them an envelope containing strips of paper for each line of the song. They distribute the strips evenly, so that each child has three or four lines. Sing the song again and children wave their strip in the air when they hear that line in the song.

- Next, groups attempt to put all the strips into the correct order. They listen to the song again to check the order, and join in with singing.

- As a group, children select from their song strips the phrases they think would be useful if they were in a café in a French-speaking country. Children feed back and discuss as a class. As a class, practise the phrases that children have highlighted. Ask children to identify the conventions of politeness in the song, and discuss.

- Discuss the types of drinks and snacks mentioned in the song. Would we find similar items in an English café? What is the role of the café in English and French culture?

#### ICT opportunities (continued)

- On the interactive whiteboard, embed a recording of the children singing the song. Create text cards, each containing a line from the song which the children have to drag into order while listening to themselves singing.

- If the teacher uses a social networking and microblogging service, they can ask their followers about the role of cafés in their own country. Children can discuss their answers.

### Throughout the week

**Main follow-up activities**

- Children create a class display with the song lyrics illustrated.

**ICT follow-up activities**

- Children produce a video clip of themselves acting out the song with props and costumes. They can then publish this on the class blog.

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**Levels of difficulty**

- 1 = easier
- 2 = more complex
# Unit 21
## Overview

### Session 2

#### The Café Song

3 of 5

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### Schemes of work

- **French KS2**

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### Learning outcomes

**Children:**
- identify some snacks and drinks from a list and pronounce these with reasonable accuracy
- use the perfect tense to talk about what a friend has eaten or drunk
- talk about the significance of cafés in people’s lives
- recall and sing with confidence a song with several verses

### National Curriculum links

#### Primary Framework for Literacy

**Strand 2**

**Speaking:**
- Y1 Listen with sustained concentration, building new stores of words in different contexts;
- Y4 Develop and use specific vocabulary in different contexts.

**Music**

1a Sing songs in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.

**ICT**

1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).
Teaching tips

- Grammar point: the partitive articles in French correspond to ‘some’ or ‘any’ in English. There are four forms of the French partitive article and the form to use depends on the noun’s number, gender, and first letter:
  - du m singular
  - de la f singular
  - de l’ m or f in front of a vowel or silent h
  - des m or f plural
- Grammar point: the formation of the perfect tense with avoir is described in more detail in Unit 13, Session 1
- The Café Song is sung to the tune of Oh My Darling Clementine. Explain to children that the vous form of ‘you’ is used here for politeness
- La chanson du café

Monsieur, Monsieur, venez ici
J’ai faim, j’ai vraiment soif
Le menu, s’il vous plaît
Je voudrais un croque-monsieur.

Un café, deux jus d’orange
Trois cokes et quat’ salades
Une tasse de thé et des moules-frites
Oui c’est tout, et merci bien!
Je voudrais maintenant l’addition
Ça sera tout, merci Monsieur
C’était bon mais je dois partir
Je dois payer, on y va.
Ça fait 35, 35 euros
Merci pour votre visite
Retournez bientôt s’il vous plaît
Merci Monsieur, au revoir.

Sir, sir, come here
I’m hungry, I’m very thirsty
The menu please
I would like a toasted cheese and ham sandwich.

A coffee, two orange juices
Three cokes, four salads
A cup of tea and some mussels and chips
Yes that’s all, thanks a lot!
I would like the bill now
That will be all, thank you sir
It was good but I need to leave
I need to pay, off we go.
That’s 35, 35 euros
Thank you for coming
Come back soon (if you) please
Thank you sir, goodbye.

Resources

- Pictures of individual children
- Images or picture flashcards to illustrate snacks, drinks and ice creams in The Café Song
- Text strips for The Café Song (in envelopes)

ICT Resources

- Self-authoring package
- Access to a class blog
- Access to an internet search engine
- Digital camera
- Video camera
- Microphone
- Sound editing software
- Access to a teacher’s social networking and microblogging service
### Le langage du prof

**Qu’est-ce que tu as mangé/bu hier?**
- *J’ai mangé un sandwich*
- *J’ai bu du lait*

-un coca
-un milkshake
-un chocolat chaud
-un café
-un café au lait
-un paquet de chips
-une limonade
-une eau minérale
-une tasse de thé
-une portion de frites
-une pizza
-une glace... au chocolat, à la fraise, à la vanille

**Qu’est-ce qu’il/elle a mangé/bu hier?**
- *Il/Elle a mangé*
- *Il/Elle a bu*

Répétez si c’est vrai

### Teacher’s language

**What did you eat/drink yesterday?**
- I ate a sandwich
- I drank some milk

-a cola
-a milkshake
-a hot chocolate
-a (black) coffee
-a coffee with milk
-a packet of crisps
-a lemonade
-a mineral water
-a cup of tea
-a portion of chips
-a pizza
-a...chocolate, strawberry, vanilla ice cream

**What did he/she eat/drink yesterday?**
- He/She ate
- He/She drank

Repeat if it’s true

### Le langage des enfants

- *J’ai mangé un sandwich*
- *J’ai bu du lait*

-un coca
-un milkshake
-un chocolat chaud
-un café
-un café au lait
-un paquet de chips
-une limonade
-une eau minérale
-une tasse de thé
-une portion de frites
-une pizza
-une glace... au chocolat, à la fraise, à la vanille

- *Il/Elle a mangé*
- *Il/Elle a bu*

Répétez si c’est vrai

### Children’s language

- I ate a sandwich
- I drank some milk

-a cola
-a milkshake
-a hot chocolate
-a (black) coffee
-a coffee with milk
-a packet of crisps
-a lemonade
-a mineral water
-a cup of tea
-a portion of chips
-a pizza
-a...chocolate, strawberry, vanilla ice cream

- He/She ate
- He/She drank
### Framework objectives

<table>
<thead>
<tr>
<th>Level</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6.1</td>
<td>Read and understand the main points and some detail from a short written passage.</td>
</tr>
<tr>
<td>IU6.1</td>
<td>Compare attitudes towards aspects of everyday life.</td>
</tr>
<tr>
<td>IU6.2</td>
<td>Recognise and understand some of the differences between people.</td>
</tr>
<tr>
<td>KAL</td>
<td>Recognise patterns in the foreign language.</td>
</tr>
</tbody>
</table>

### Support

When finding information from their texts, some children may benefit from using a word bank rather than a dictionary or may prefer to work with a teaching assistant.

### Extension

More confident children can apply their knowledge of how the perfect tense works with other -er verbs they have previously encountered.

### Prior knowledge

It is helpful if children already know how to form the perfect tense and know some French speciality food.

### Main activities

**Sing *La chanson du café* (The Café Song).**

Write the phrase *je ai mangé* on the board and explain that *je ai* becomes *j'ai*. Show how the *e* is taken from the *je* and replaced with an apostrophe. Ask children to repeat *je ai* several times and then to say *j'ai*. Which is easier to say? Discuss other examples where this is done in French, eg *l'eau* instead of *la eau*, *l'hôtel* instead of *le hôtel* and *j'écoute* instead of *je écoute*. It might be helpful for children to think of similar examples in English.

Display the table below on the board to show children how to build sentences. Can they spot any patterns? Give them a pronoun in English, eg *he*, and ask them to build a sentence by adding a food item, eg *Il a mangé une pomme*.

- **J'ai mangé**
- **Tu as mangé**
- **Il a mangé**
- **Elle a mangé**

Ask the question *Qu'est-ce que tu as mangé hier?* Encourage children to reply in a sentence, eg *J'ai mangé des chips* (I ate some crisps). Ask the question *Qu'est-ce qu'il/elle a mangé hier?* (What did he/she eat yesterday?) and model the reply *Il/Elle a mangé des chips* (He/she ate some crisps). Check that children have understood.

Extension: ask children to build sentences with other familiar verbs ending in -er, eg *jouer, écouter, regarder*, and practise asking and answering questions using these verbs, eg *Qu'est-ce que tu as fait hier? J'ai joué au football.* (What did you do yesterday? I played football.) Remind children of phrases they encountered in Unit 19 (*j'ai joué, j'ai dansé, j'ai travaillé*, etc).

### ICT opportunities

(choose levels of difficulty 1 = easier, 3 = more complex)

#### Using presentation software, display the phrase *je ai mangé* as a text box on a slide. Cover the letter *e* with another text box containing an apostrophe. Use a fill colour which matches the slide background to conceal the letter behind and make it appear using custom animation. Copy the two text boxes and replace the words with other examples of using apostrophes in French.

#### Using word processing software, create a sentence containing three drop-down menus, one for the subject, one for the auxiliary verb and one for possible food items. Let children select different options in the menus to form possible sentences and ask them to write them underneath. For less confident children, have both the subject and verb in the same drop-down menu.

#### Using a self-authoring package, create a gap-fill activity where the auxiliary and past participles have been removed from different numbered questions and answers. Include the infinitive in brackets at the end of each phrase so the children know which verb they need to conjugate to fill in the gaps.
Main activities (continued)

Discuss local and regional food with children. What is their experience of this? Encourage them to share their experiences of buying food, the type of food they buy, and whether they think any of these items is typical of their local area. Do the seasons affect what we eat? Where do families go to buy their food? Does that have any impact on local or regional food producers? You may also want to discuss the environmental impact of importing food here.

Display images of French markets and supermarkets, as well as other food shops, eg **une fromagerie** (cheese shop), **une pâtisserie** (cake shop), **une charcuterie** (meat delicatessen). Tell children about food and shopping habits in France (see ‘Teaching tips’) and compare with those in the local area. Make links to Unit 6 if appropriate.

Show children a map of France. Explain that France is split into different regions. You may want to discuss regions of England, eg cities, accents, landscape, football, local specialities. Has anyone in the class ever been to France? Where? Highlight four regions in France, eg **Alsace**, **Aquitaine**, **Rhône-Alpes**, **Provence**. Point out some of the main cities of each region, eg **Strasbourg**, **Bordeaux**, **Lyon**, **Marseille**. You may also want to point out other geographical features. Ask children to tell you what they think the weather would be like in each region (you could use the weather rhyme from Unit 7 to revise weather phrases).

Divide children into groups. Give each group a short text about typical food found in one of the regions in France (see ‘Teaching tips’). Using a dictionary, children find out as much information as possible about the regional specialities. Children could also use the internet to find pictures of the regional dishes. They will need to make notes in order to feed back to the class in English and French.

In their groups, children make a poster or menu showing the specialities of their allocated French region.

Extension: show a filmed extract of people at cafés or cooking in a French-speaking country.

ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

If the teacher has a social networking and microblogging account, they can ask their followers the same questions in their own country. Children can discuss their answers.

Children can use the English and French version of Wikipedia to research the information in their texts.
Throughout the week
Ask confident children the question *Qu’est-ce que tu as mangé hier?* After the child has replied, ask the class to respond to the question *Qu’est-ce qu’il/elle a mangé?*
Make sure that children have time to finish their posters.

Main follow-up activities
Children produce a display about their chosen region and the specialities there.

ICT follow-up activities
Using a graphics blog site, children can make multimedia posters including images, text, video clips and audio files about the specialities in their chosen region. They can then publish their ‘glogs’ on the class blog.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>National Curriculum links</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children:</em></td>
<td><strong>Primary Framework for Literacy</strong></td>
</tr>
<tr>
<td>• appreciate some similarities and differences between cultures and culinary traditions</td>
<td><strong>Strand 7</strong>  Understanding and interpreting texts; Y3 Identify and make notes of the main points of section(s) of text; use syntax, context and word structure to build their store of vocabulary as they read for meaning.</td>
</tr>
<tr>
<td>Geography</td>
<td><strong>3f</strong> Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world (eg comparing a village with a part of a city in the same country).</td>
</tr>
<tr>
<td>PSHE</td>
<td><strong>4f</strong> Learn that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</td>
</tr>
<tr>
<td>ICT</td>
<td><strong>1c</strong> Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.</td>
</tr>
<tr>
<td></td>
<td><strong>2a</strong> Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).</td>
</tr>
<tr>
<td></td>
<td><strong>3a</strong> Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).</td>
</tr>
<tr>
<td></td>
<td><strong>3b</strong> Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).</td>
</tr>
</tbody>
</table>
### Teaching tips

- Images of markets can be found on the internet
- In France, there are many markets selling local and regional produce, eg seasonal fruit and vegetables, cheese and live animals. For many people, they are as much a normal part of the weekly shop as going to the supermarket. Many people also choose to buy some foods from specialist shops, eg *une fromagerie* (cheese shop). This is often the case in both large and small towns and cities
- Here is an example of a text about regional French food:

  **Les spécialités Alsaciennes:**
  Beaucoup de plats Alsaciens ont un nom d’origine germanique parce que la région d’Alsace est à côté de l’Allemagne. Quelques spécialités sont la tarte flambée, la choucroute alsacienne, le kouglof et le baeckeoffe. La tarte flambée est une tarte au fromage blanc et aux lardons et oignons. La choucroute alsacienne est composée de choucroute, saucisses et jambon. Le kouglof est un grand gâteau brioché et le baeckeoffe est une pâtée composée de pommes de terre, de mouton, de porc, de boeuf, d’oignons et de carottes

  (Specialities of Alsace:
  The names of many Alsatian dishes are German in origin because the region of Alsace is next to Germany. Some specialities are flambéed tart, Alsatian *sauerkraut*, *kouglof* and *baeckeoffe*. The flambéed tart is made with cream cheese, bacon and onions. The Alsatian *sauerkraut* is made of pickled cabbage, sausage and ham. The *kouglof* is a large *brioche* (or milk bread) cake and *baeckeoffe* is a stew made with potatoes, lamb, pork, beef, onions and carrots).

- Specialities of the other three regions are as follows:
  - Provence: *la tapenade* (olive spread or dip), *la bouillabaisse* (fish soup), *l’aioli* (garlic mayonnaise), *les mendiants* (chocolates with nuts and dried fruit)
  - Rhône-Alpes: *les fromages*: Reblochon, Beaufort et Tomme, *la salade lyonnaise* (dandelion salad with a poached egg, lardons and croutons), *cervelles de canut* (literally ‘silkworm’s brains’: white cheese with crème fraîche and herbs), *les matefins* (crêpes with grated apple and sugar)
  - Aquitaine: *le foie gras* (duck or goose liver pâté), *l’huile de noix* (walnut oil), *les cèpes* (large mushrooms), *les truffes* (truffles), *les châtaignes* (chestnuts). 

### Resources

- Images of French markets, supermarkets and food shops
- Map of France

**ICT resources**

- Internet access for researching regional specialities
- Self-authoring package
- Presentation software
- Access to a class blog
- Digital camera
- Video camera
- Microphone
- Sound editing software
- Access to a graphics blog site
<table>
<thead>
<tr>
<th><strong>Le langage du prof</strong></th>
<th><strong>Teacher’s language</strong></th>
<th><strong>Le langage des enfants</strong></th>
<th><strong>Children’s language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>j’ai mangé</em></td>
<td>I ate</td>
<td><em>J’ai mangé un sandwich</em></td>
<td>I ate a sandwich</td>
</tr>
<tr>
<td><em>l’hôtel</em></td>
<td>the hotel</td>
<td><em>J’ai bu du lait</em></td>
<td>I drank some milk</td>
</tr>
<tr>
<td><em>l’eau</em></td>
<td>the water</td>
<td><em>tu as mangé</em></td>
<td>you (s) ate</td>
</tr>
<tr>
<td><em>j’écoute</em></td>
<td>I listen</td>
<td><em>he/she ate</em></td>
<td>he/she ate</td>
</tr>
<tr>
<td><em>tu as mangé</em></td>
<td>you (s) ate</td>
<td><em>il/elle a mangé</em></td>
<td>you (s) ate</td>
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<tr>
<td><em>il/elle a mangé</em></td>
<td>he/she ate</td>
<td><em>il/elle a bu</em></td>
<td>he/she drank</td>
</tr>
<tr>
<td><em>Qu’est-ce que tu as mangé/bu hier?</em></td>
<td>What did you eat/drink yesterday?</td>
<td><em>What did he/she eat/drink yesterday?</em></td>
<td><em>What did he/she eat/drink yesterday?</em></td>
</tr>
<tr>
<td><em>J’ai mangé un sandwich</em></td>
<td>I ate a sandwich</td>
<td><em>He/She ate...</em></td>
<td>He/She drank...</td>
</tr>
<tr>
<td><em>J’ai bu du lait</em></td>
<td>I drank some milk</td>
<td><em>He/She drank...</em></td>
<td>He/She drank...</td>
</tr>
<tr>
<td><em>jouer</em></td>
<td>to play</td>
<td><em>jouer</em></td>
<td>to play</td>
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<tr>
<td><em>écouter</em></td>
<td>to listen</td>
<td><em>écouter</em></td>
<td>to listen</td>
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<tr>
<td><em>regarder</em></td>
<td>to look at</td>
<td><em>regarder</em></td>
<td>to look at</td>
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<td><em>chanter</em></td>
<td>to sing</td>
<td><em>chanter</em></td>
<td>to sing</td>
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<td><em>danser</em></td>
<td>to dance</td>
<td><em>danser</em></td>
<td>to dance</td>
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<tr>
<td><em>travailler</em></td>
<td>to work</td>
<td><em>travailler</em></td>
<td>to work</td>
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<tr>
<td><em>une fromagerie</em></td>
<td>cheese shop</td>
<td><em>une fromagerie</em></td>
<td>cheese shop</td>
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<tr>
<td><em>une pâtisserie</em></td>
<td>cake shop</td>
<td><em>une pâtisserie</em></td>
<td>cake shop</td>
</tr>
<tr>
<td><em>une charcuterie</em></td>
<td>delicatessen (meat)</td>
<td><em>une charcuterie</em></td>
<td>delicatessen (meat)</td>
</tr>
</tbody>
</table>
Unit 21 Overview
Creating a café
Monter un café

Session 4
Choosing an ice cream
1 of 5

Framework objectives

O6.1 Understand the main points and simple opinions in a spoken story, song or passage.
O6.2 Perform to an audience.
O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories.
L6.1 Read and understand the main points and some detail from a short written passage.
KAL Devise questions for authentic use.
LLS Ask for repetition and clarification.

Support
For the first activity, ensure that some of the items are covered by lower numbers so that all children can participate.

Less confident children may need reminders of how to use à la/au once it has been discussed.

Extension
Encourage more confident children to start memorising the dialogue.

More confident children can extend the dialogue by asking for several flavours in one conversation, or by including phrases asking for clarification etc.

Prior knowledge
It is helpful if children already know how to say they would like something, s’il vous plaît, and to ask how much something costs.

Main activities

Display on the board picture flashcards or images of a selection of snacks, drinks and ice creams. Cover each with a number between one and 20. Choose a volunteer to pick a number in French. The child has one guess at what is hidden behind that number (and must say the word correctly). Reveal the item. If the child was correct, the class win a point. If the child was wrong, cover up the picture with the number again and you win the point. Continue until all the items have been revealed, and count the points in French. Invite the class to share tips on how to memorise language.

Display picture flashcards or images of some ice cream flavours. Say the names and children repeat, eg une glace...au cassis, au chocolat, au citron, au caramel, à la framboise, à la vanille, à la fraise, à la menthe, à la pistache, à l’abricot (blackcurrant, chocolate, lemon, toffee, raspberry, vanilla, strawberry, mint, pistachio, apricot). Write up the names of the flavours, organising them into two groups with au and à la, eg au chocolat and à la fraise. Invite children to devise a rule for when to use au and when to use à la. Leave the ice creams and vocabulary on display for the next activity and add some prices in euros. Draw attention to the -ille of vanille and ask the children to think of similar words, eg fille, coquillages and brillant from Unit 16.

ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

On the interactive whiteboard, create a Blockbusters grid and put an image of a snack, drink or ice cream in each numbered hexagon. Divide the class in two and ask one representative from each group to come to the front of the class and identify each image. Use the pen tool to mark each correct hexagon until one group has made a connected line from one side to the other.

Using presentation software, split a slide in two by placing two autoshapes together so they stand horizontally next to each other. Add an image of an ice cream cone on the left and an image representing a flavour on the right. Copy the slides as many times as necessary to match the number of ice cream flavours being covered. For each slide, use red as a fill colour on the left autoshape (for une glace) and blue or red on the right autoshape, according to the gender of the flavour it is representing. Likewise, change the colour of the ice cream on the left to a suitable colour. Drill the vocabulary and point out to children how masculine flavours are preceded by au and have blue backgrounds and feminine ones are preceded by à la and have red backgrounds.

Add a trigger to each slide which, when clicked, shows the ice cream flavour as a written prompt. The words au and à la can be coloured blue and red accordingly to represent their gender. Clicking the trigger again makes the text disappear so the teacher can decide whether or not to show children the written word.
## Session 4
### Choosing an ice cream

#### Main activities (continued)

Play a circle game with the ice cream flavours to reinforce use of *au* and *à la*. The first child says a flavour with *au*, e.g. *Je voudrais une glace au chocolat* (I'd like a chocolate ice cream), and the next child then needs to say a flavour using *à la*, e.g. *Je voudrais une glace à la fraise* (I'd like a strawberry ice cream). This can also be played as a memory game, with children adding to the list of ice creams as it goes around the circle.

Extension: show a film clip of people buying ice creams in a French-speaking country.

Display a simple dialogue on the board. Take the role of the ice cream seller and invite a child to read the part of the customer.

Invite another pair of children to come out and model the dialogue. Children will enjoy making the dialogues humorous when playing the vendor by reeling off long lists of ice cream flavours.

Ask children to work in pairs to practise the dialogue.

As a class, discuss strategies for coping when you don’t understand someone who is speaking. Extend the dialogue by including phrases to ask for clarification, e.g. *Je ne comprends pas. Répétez, s'il vous plaît?* (I don't understand. Can you repeat please?)

#### ICT opportunities (continued)

Import a photo of a French cafe on to the interactive whiteboard and add a customer and waiter/waitress clipart with transparent backgrounds so they seem to be actually there. Add speech bubbles for a model dialogue. Give children a menu with a range of ice creams and prices so they can practise making different orders.

When they have properly rehearsed their dialogues they can record themselves using a microphone and sound editing software.

As a class, discuss strategies for coping when you don’t understand someone who is speaking. Extend the dialogue by including phrases to ask for clarification, e.g. *Je ne comprends pas. Répétez, s'il vous plaît?* (I don't understand. Can you repeat please?)
## Unit 21 Overview

**Unit 21 Session:** Print

### Schemes of work

- **French KS2**

---

### Overview

<table>
<thead>
<tr>
<th>1 of 2</th>
<th>Schemes of work</th>
<th>French KS2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Session 4

**Choosing an ice cream**

3 of 5

---

### Main follow-up activities

- **Practise the use of *au* and *à la* by playing the circle game with ice cream flavours.**
- **Sing The Café Song.**
- **Children produce an ice cream menu for display, with an example dialogue.**

### ICT follow-up activities

- **Children make their own ice cream cones using coloured card and tissue paper and dress up as waiters/waitresses and customers. They video themselves practising their dialogues in front of the café picture on the interactive whiteboard and publish the results on the class blog.**

### Learning outcomes

**Children:**
- develop a role play
- participate in a conversation
- talk about prices in euros

### National Curriculum links

**Primary Framework for Literacy**

- **Strand 1 Speaking; Y4** Use and reflect on some ground rules for sustaining talk and interactions.

**ICT**

- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).
Teaching tips

• Suggested dialogue for the role play:
  A: Bonjour monsieur.
  B: Bonjour madame, vous désirez?
  A: Je voudrais une glace, s'il vous plaît.
  B: Quel parfum? Nous avons des glaces... au chocolat, à la fraise, à la vanille, etc.
  A: Une glace au chocolat, s'il vous plaît.
  B: Voilà.
  A: Merci. C'est combien?
  B: Deux euros.
  B: Au revoir.

• Grammar point: ice cream flavours that are masculine words in French, e.g. chocolat, cassis and caramel, are expressed as, e.g. une glace au chocolat. Flavours that are feminine words, e.g. vanille and fraise, are expressed as, e.g. une glace à la vanille. If dictionaries are not available, you could use the interactive whiteboard to display the words as dictionary entries so that children can see the connection between un/une and au/à la.

• Make children's dialogues more authentic by providing some plastic euro coins.

Resources

• Picture flashcards or images of a selection of snacks, drinks and ice creams
• Picture flashcards or images of some ice cream flavours
• Film clip of people buying ice cream in a French-speaking country
• Plastic euro coins

ICT resources

• Access to an internet search engine
• Self-authoring package
• Presentation software
• Access to a class blog
• Video camera
• Microphone
• Sound editing software
### Le langage du prof

**Choisissez un numéro et devinez le snack**

*Je pense qu’il y a un/une... derrière le numéro...*

- un coca
- un milkshake
- un chocolat chaud
- un café
- un café au lait
- un paquet de chips
- une limonade
- une eau minérale
- une tasse de thé
- une portion de frites
- une pizza

- une glace... au cassis, au citron, au caramel
- une glace... à la framboise, à la pistache, à la menthe
- une glace à l’abricot

*Je suis le marchand/la marchande de glaces et tu es le client/la cliente*

*Je voudrais une glace au chocolat*

*Je ne comprends pas*

Répétez, s’il vous plaît

---

### Teacher's language

**Choose a number and guess the snack**

*I think there is a (m/f)...behind number...*

- a cola
- a milkshake
- a hot chocolate
- a (black) coffee
- a coffee with milk
- a packet of crisps
- a lemonade
- a mineral water
- a cup of tea
- a portion of chips
- a pizza

- a...blackcurrant, lemon, toffee ice cream
- a...raspberry, pistachio, mint ice cream
- an apricot ice cream

*I am the ice cream seller (m/f) and you (s) are the customer (m/f)*

*I'd like a chocolate ice cream*

*I don't understand*

Can you repeat please? (polite form)

---

### Le langage des enfants

**Je pense qu’il y a un/une... derrière le numéro...**

- un coca
- un milkshake
- un chocolat chaud
- un café
- un café au lait
- un paquet de chips
- une limonade
- une eau minérale
- une tasse de thé
- une portion de frites
- une pizza

- une glace... au cassis, au citron, au caramel
- une glace... à la framboise, à la pistache, à la menthe
- une glace à l’abricot

---

### Children's language

**I think there is a (m/f)...behind number...**

- a cola
- a milkshake
- a hot chocolate
- a (black) coffee
- a coffee with milk
- a packet of crisps
- a lemonade
- a mineral water
- a cup of tea
- a portion of chips
- a pizza

- a...blackcurrant, lemon, toffee ice cream
- a...raspberry, pistachio, mint ice cream
- an apricot ice cream

---

**I am the ice cream seller (m/f) and you (s) are the customer (m/f)**

**I'd like a chocolate ice cream**

**I don't understand**

Can you repeat please? (polite form)
### Unit 21 Overview

**Session 5**

**Making a milkshake**

1 of 4

### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.4</td>
<td>Use spoken language confidently to initiate and sustain conversations and to tell stories.</td>
</tr>
<tr>
<td>L6.1</td>
<td>Read and understand the main points and some detail from a short written passage.</td>
</tr>
<tr>
<td>L6.2</td>
<td>Identify different text types and read short, authentic texts for enjoyment and information.</td>
</tr>
<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of words, text and structure to build simple spoken and written passages.</td>
</tr>
<tr>
<td>LLS</td>
<td>Apply a range of linguistic knowledge to create simple, written productions.</td>
</tr>
</tbody>
</table>

### Main activities

- **Invite the class to sing The Café Song.**
- **Show a recipe for a milkshake for one person (see ‘Teaching tips’).** Read it aloud with visual support, or demonstrate how to make it.
- **Practise the new language.** Say *En anglais on dit ‘milk’ mais en français on dit ‘lait’* (In English we say ‘milk’ but in French we say ‘lait’). Repeat with the other ingredients and utensils and encourage children to finish the sentences.
- **Explain to children that they will be setting up their own milkshake shops.** They work in groups to decide on a flavour from the range of options available and, using the template recipe, work out quantities sufficient for the number of people in their group. They write a shopping list and order their ingredients by reading out their shopping lists to the class.
- **Children write a recipe for their own milkshake, using their shopping list and the example recipe, and decide on a name for it using the flavour and adjectives in French, eg *Fraise Fantastique*.**
- **Children make their milkshakes in groups.** Organise a tasting session in which children can taste each other’s milkshakes. Each child has a copy of a tasting review grid which they complete:
  - **Milkshake**
  - **Opinion**
  - **Fraise Fantastique**
    - C'est... délicieux, excellent, très bon, pas mal, pas pour moi!
    - (It's... delicious, excellent, very good, not bad, not for me!)
  - **Children give feedback for each group in turn, eg *J'aime beaucoup le milkshake Fraise Fantastique parce que c'est délicieux* (I really like the Fraise Fantastique milkshake because it's delicious).**

### ICT opportunities

- **Record a video of yourself making the recipe, describing each step in French.**
- **Using a self-authoring package, create a matching activity so the children can pair up terms in the recipe in French and English.**
- **Using a private wiki, children decide on a milkshake flavour, quantities needed and draw up their shopping lists together in small groups.**
- **Using the wiki, children write their recipes collaboratively.**
- **Using a microphone and sound editing software, record the children's feedback once they have rehearsed their answers using the review grid.**

### Support

Less confident children may need support such as a writing frame when writing their recipe.

### Extension

Encourage more confident children to find and use additional adjectives to give feedback on the milkshakes, joining their descriptions with connectives *et* and *mais.*

### Prior knowledge

It is helpful if children already know text features of a recipe.
### Learning outcomes

**Children:**
- express an opinion using a complex sentence
- follow a simple recipe

### National Curriculum links

**Primary Framework for Literacy**

- **Strand 7**  Understanding and interpreting texts; Y4 Use knowledge of different organisational features of texts to find information effectively.
- **Strand 9**  Creating and shaping texts; Y3 Write non-narrative texts using structures of different text types.

**Design and technology**

- **2f**  Follow safe procedures for food safety and hygiene.

**ICT**

- **2a**  Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- **3a**  Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- **3b**  Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).
Teaching tips

• The ingredients for the milkshakes will need to be bought in advance. Ensure that there is a range of flavours from which children can choose.
• It would be helpful to discuss with children the features of an instructional text and strategies for understanding these before looking at the recipe.
• Here is a suggested text for a milkshake recipe. Alternative ingredients can be substituted:

**Milkshake au chocolat pour une personne**

**Ingrédients:**
2 cuillères à soupe de chocolat en poudre
2 cuillères à café de sucre en poudre
25cl de lait
2 boules de glace à la vanille

**Méthode:**
Prenez un grand verre. Mélangez le lait, le chocolat et la glace et puis ajoutez le sucre. Dégustez froid! Bon appétit!

(Chocolate milkshake for one person)

Ingredients:
2 tablespoons chocolate powder
2 teaspoons caster sugar
25cl milk
2 scoops vanilla ice cream

Instructions:
Take a large glass. Mix the milk, chocolate and ice cream and then add the sugar. Drink cold! Enjoy!

• Alternatively, you could use a recipe for the French drinks *citron pressé* (fresh lemon) or *orange pressée* (orange juice). The ingredients are freshly squeezed lemon or orange juice, sugar and water. A suggested recipe:

**Un citron pressé/Une orange pressée**

**Ingrédients:**
Un citron/une orange
De l’eau (un verre par personne)
Du sucre (selon le goût)

**Méthode:**
Pressez le citron/orange
Mélangez avec l’eau
Ajoutez le sucre (selon le goû)

(Fresh lemon/fresh orange)

Ingredients:
A lemon/an orange
Water (one glass per person)
Sugar (according to taste)

Instructions:
Squeeze the lemon/orange
Mix with water
Add sugar according to taste

Resources

• Milkshake recipe
• Pictures or props to illustrate the milkshake recipe
• Ingredients and equipment for making a milkshake
• Template for tasting review grid

ICT resources

• Self-authoring package
• Access to a class wiki
• Access to a class blog
• Video camera
• Microphone
• Sound editing software
**Voici une recette de milkshake au chocolat pour une personne**

**En anglais on dit ‘milk’ mais en français on dit ‘lait’**

**Recipe for milkshake (see ‘Teaching tips’)**

**J’aime beaucoup le milkshake Fraise Fantastique parce que c’est délicieux**

<table>
<thead>
<tr>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here is a milkshake recipe for one person</td>
<td>Recipe for milkshake (see ‘Teaching tips’)</td>
<td>I really like the Fraise Fantastique milkshake because it's delicious</td>
</tr>
<tr>
<td>In English we say 'milk' but in French we say 'lait'</td>
<td>J’aime beaucoup le milkshake Fraise Fantastique parce que c’est délicieux</td>
<td></td>
</tr>
<tr>
<td>chocolate powder</td>
<td>du chocolat en poudre</td>
<td>chocolate powder</td>
</tr>
<tr>
<td>caster sugar</td>
<td>du sucre en poudre</td>
<td>caster sugar</td>
</tr>
<tr>
<td>milk</td>
<td>du lait</td>
<td>milk</td>
</tr>
<tr>
<td>vanilla ice cream</td>
<td>la glace à la vanille</td>
<td>vanilla ice cream</td>
</tr>
<tr>
<td>a glass</td>
<td>un verre (de)</td>
<td>a glass</td>
</tr>
<tr>
<td>a litre</td>
<td>un litre (de)</td>
<td>a litre</td>
</tr>
<tr>
<td>a tablespoon</td>
<td>une cuillère à soupe (de)</td>
<td>a tablespoon</td>
</tr>
<tr>
<td>a teaspoon</td>
<td>une cuillère à café (de)</td>
<td>a teaspoon</td>
</tr>
<tr>
<td>according to taste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat or drink chilled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Framework objectives

| O6.1 | Understand the main points and simple opinions in a story, song or passage. |
| O6.2 | Perform to an audience. |
| L6.1 | Read and understand the main points and some detail from a short written passage. |
| L6.3 | Match sounds to sentences and paragraphs. |
| LLS | Plan and prepare – analyse what needs to be done to carry out a task. |

### Main activities

- Give children a simple play script (see 'Teaching tips'). They read it silently and then reread it. Explain that they have to look at the language to work out the mood of the play and that they should highlight any unusual parts. Draw their attention to the title *Le Serveur bizarre* (The Strange Waiter). Ask children to suggest what type of play this is and to explain the gist of the story.

- Model the play, taking both roles or using a French-speaking child or adult if available. Divide the class in half. One half will be the waiter and the other half the customer. The two halves of the class read out the play. Practise any pronunciation that needs attention. Ask two confident children to read the play out again. Discuss with the class the importance of tone of voice and expression.

- Children read the play in pairs. Invite two or three groups to perform to the class. They may like to use props for support. Discuss with the class the best features of the performances and how they could be improved. Encourage them to consider whether the humour of the piece was portrayed and, if not, how this could be done.

### Support

Less confident children may need to refer to their script during the practice and performance. Allow less confident children to join with another pair, reducing their speaking part.

### Extension

Encourage more confident children to memorise their script. They work on portraying the humour through tone of voice and gesture, rather than words and props alone.

### Prior knowledge

It is helpful if children have already written scripts and performed them.

### ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

- Using a microphone and sound editing software, children record themselves reading the play and then play this back to the whole class for others to review.  
- Using a private wiki, children redraft and customise their scripts, drawing on new vocabulary items for food and drink.

### Throughout the week

- Children practise their performances.
- Children watch each other’s performances and comment constructively on how to improve them.
- Children video themselves performing their scripts. They can dress up in costumes and use props to enhance the action. Once finished, they can publish their clips on the class blog and invite others to leave comments.
### Learning outcomes

**Children:**
- read aloud from a text
- perform a play with confidence.

### Teaching tips

- A suggested play script (although an alternative can be substituted):

  **Le serveur bizarre**
  
  A: Bonjour Mademoiselle.
  B: Bonjour Monsieur. Le menu s’il vous plaît.
  A: Voilà. Vous désirez?
  B: Je voudrais un café au lait, un sandwich au fromage, un paquet de chips et une glace au caramel.
  A: Voilà un café au fromage, un sandwich au café, un paquet de caramel et une glace aux chips. Miam, miam!
  B: Berk, c’est combien?
  A: Soixante euros!
  B: Soixante euros?

  **The strange waiter**
  
  A: Hello, miss.
  B: Hello, sir. The menu please.
  A: Here you are. What would you like?
  B: I’d like a coffee with milk, a cheese sandwich, a packet of crisps and a toffee ice cream.
  A: Here you are: a cheese coffee, a coffee sandwich, a packet of toffee and a crisps ice cream. Yum, yum!
  B: Yuck, how much is it?
  A: Sixty euros!
  B: Sixty euros?

### National Curriculum links

**Primary Framework for Literacy**

- **Strand 4 Drama; Y4** Develop scripts based on improvisation; comment constructively on plays and performances, discussing effects and how they are achieved; perform a scripted scene making use of dramatic conventions; Y6 Devise a performance considering how to adapt the performance for a specific audience.

**ICT**

- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Resources

- Props for an end of unit performance
- Large sheets of paper for creating posters
- Access to a class wiki
- Access to a class blog
- Video camera
- Microphone
- Sound editing software
## Unit 21: Creating a café

### Session 6: Café theatre

**3 of 6**

### Schemes of work

*French KS2*

### Le langage du prof (Teacher's language)

- un coca
- un milkshake
- un chocolat chaud
- un café
- un café au lait
- un paquet de chips
- une limonade
- une eau minérale
- une tasse de thé
- une portion de frites
- una pizza
- une glace au…cassis, citron, caramel
- une glace à la…framboise, pistache, menthe
- une glace à l’abricot

### Le langage des enfants (Children's language)

- un coca
- un milkshake
- un chocolat chaud
- un café
- un café au lait
- un paquet de chips
- une limonade
- une eau minérale
- une tasse de thé
- une portion de frites
- una pizza
- une glace au…cassis, citron, caramel
- une glace à la…framboise, pistache, menthe
- une glace à l’abricot

### Le langage du prof (Teacher's language)

- a cola
- a milkshake
- a hot chocolate
- a (black) coffee
- a coffee with milk
- a packet of crisps
- a lemonade
- a mineral water
- a cup of tea
- a portion of chips
- a pizza

### Le langage des enfants (Children's language)

- a cola
- a milkshake
- a hot chocolate
- a (black) coffee
- a coffee with milk
- a packet of crisps
- a lemonade
- a mineral water
- a cup of tea
- a portion of chips
- a pizza

### Vous désirez? (What would you like?)

- Je voudrais...
- Je ne comprends pas
- Répétez, s’il vous plaît
- Miam miam!
- Berk!
- J’ai commandé...

### Vous désirez? (What would you like?)

- Je voudrais...
- Je ne comprends pas
- Répétez, s’il vous plaît
- Miam miam!
- Berk!
- J’ai commandé...

### Vous désirez? (What would you like?)

- What would you like?
- I’d like...
- I don’t understand
- Can you repeat please? (polite form)
- Yum!
- Yuck!
- I ordered...

### Vous désirez? (What would you like?)

- What would you like?
- I’d like...
- I don’t understand
- Can you repeat please? (polite form)
- Yum!
- Yuck!
- I ordered...
### End of unit activities

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| • To apply the knowledge, skills and understanding from this unit | • Children perform their plays to the class. Allow some children to read aloud from the text  
• Film the performances so that they can be played back to the class later and discussed | • Develop a sketch or role play and perform this to the class | • It may be appropriate to use a hall or large space for these performances  
• Encourage children to bring in appropriate props to add fun and interest to their plays  
• If the school has a French-speaking partner school, send them a copy of the recording  
• If possible, children could perform their plays in an assembly for the whole school community  
• Teachers from destination secondary schools could be encouraged to watch the performances  
• Follow-up: if the school is using the European Language Portfolio (ELP), children could include copies of their recording as evidence of their progress. See the CILT primary languages website for more details of the ELP: www.primarylanguages.org.uk  
• Links with literacy: these two activities link to work on performing a scripted scene making use of dramatic conventions (Y5) |
## Menu

<table>
<thead>
<tr>
<th>Les sandwichs</th>
<th>Menu</th>
<th>Sandwiches</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>au fromage</td>
<td>7,00 €</td>
<td>cheese</td>
<td>7,00 €</td>
</tr>
<tr>
<td>au jambon</td>
<td>7,50 €</td>
<td>ham</td>
<td>7,50 €</td>
</tr>
<tr>
<td>au pâté</td>
<td>8,00 €</td>
<td>pâté</td>
<td>8,00 €</td>
</tr>
<tr>
<td>au thon</td>
<td>7,00 €</td>
<td>tuna</td>
<td>7,00 €</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Les salades</th>
<th>Salads</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salade fermière: oeufs, lardons, épinards, laitue</td>
<td>12,90 €</td>
<td>Farmhouse salad: eggs, bacon, spinach, lettuce</td>
<td>12,90 €</td>
</tr>
<tr>
<td>Salade norvégienne: saumon, oignons rouges, pommes de terre, céleri, pommes</td>
<td>13,50 €</td>
<td>Norwegian salad: salmon, red onion, potatoes, celery, apple</td>
<td>13,50 €</td>
</tr>
<tr>
<td>Salade niçoise: thon, olives noires, œufs, tomates, haricots verts, laitue</td>
<td>12,90 €</td>
<td>Salade niçoise: tuna, black olives, eggs, tomatoes, green beans, lettuce</td>
<td>12,90 €</td>
</tr>
<tr>
<td>Salade de chèvre chaud: fromage de chèvre, croûtons, miel, noix, laitue</td>
<td>13,50 €</td>
<td>Goat’s cheese salad: goat’s cheese, croutons, honey, walnuts, lettuce</td>
<td>13,50 €</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Les omelettes</th>
<th>Omelettes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>au fromage</td>
<td>8,00 €</td>
<td>cheese</td>
</tr>
<tr>
<td>au jambon</td>
<td>8,00 €</td>
<td>ham</td>
</tr>
<tr>
<td>aux champignons</td>
<td>8,00 €</td>
<td>mushroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Les snacks</th>
<th>Snacks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moules-frites</td>
<td>8,50 €</td>
<td>Mussels with chips</td>
</tr>
<tr>
<td>Croque-monsieur</td>
<td>6,00 €</td>
<td>Toasted cheese and ham sandwich</td>
</tr>
<tr>
<td>Croque-madame</td>
<td>6,50 €</td>
<td>Toasted cheese and ham sandwich with fried egg</td>
</tr>
<tr>
<td>Pizza</td>
<td>7,00 €</td>
<td>Pizza</td>
</tr>
<tr>
<td>Paquet de chips</td>
<td>1,50 €</td>
<td>Packet of crisps</td>
</tr>
<tr>
<td>Portion de frites</td>
<td>3,50 €</td>
<td>Portion of chips</td>
</tr>
<tr>
<td>Menu</td>
<td>Menu</td>
<td></td>
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<tr>
<td>------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><strong>Les glaces</strong></td>
<td><strong>Ice cream</strong></td>
<td></td>
</tr>
<tr>
<td>au chocolat, au cassis, au caramel, à la framboise, à la fraise, à l’abricot, à la vanille, à la pistache</td>
<td>Chocolate, blackcurrant, toffee, raspberry, strawberry, apricot, vanilla, pistachio</td>
<td></td>
</tr>
<tr>
<td>Une boule</td>
<td>One scoop</td>
<td></td>
</tr>
<tr>
<td>Deux boules</td>
<td>Two scoops</td>
<td></td>
</tr>
<tr>
<td>Trois boules</td>
<td>Three scoops</td>
<td></td>
</tr>
<tr>
<td>1,50 €</td>
<td>1,50 €</td>
<td></td>
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<tr>
<td>3,00 €</td>
<td>3,00 €</td>
<td></td>
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<tr>
<td>4,00 €</td>
<td>4,00 €</td>
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<tr>
<td><strong>Les boissons froides</strong></td>
<td><strong>Cold drinks</strong></td>
<td></td>
</tr>
<tr>
<td>Eau minérale</td>
<td>Mineral water</td>
<td></td>
</tr>
<tr>
<td>Coca</td>
<td>Cola</td>
<td></td>
</tr>
<tr>
<td>Jus d’orange</td>
<td>Orange juice</td>
<td></td>
</tr>
<tr>
<td>Diabolo menthe</td>
<td>Lemonade with mint</td>
<td></td>
</tr>
<tr>
<td>Grenadine</td>
<td>Pomegranate</td>
<td></td>
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<tr>
<td>Limonade</td>
<td>Lemonade</td>
<td></td>
</tr>
<tr>
<td>Citron pressé</td>
<td>Fresh lemon juice</td>
<td></td>
</tr>
<tr>
<td>Orange pressée</td>
<td>Fresh orange juice</td>
<td></td>
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<tr>
<td>2,50 €</td>
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<td>3,00 €</td>
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</tr>
<tr>
<td><strong>Les boissons chaudes</strong></td>
<td><strong>Hot drinks</strong></td>
<td></td>
</tr>
<tr>
<td>Thé</td>
<td>Tea</td>
<td></td>
</tr>
<tr>
<td>Café</td>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td>Café au lait</td>
<td>Coffee with milk</td>
<td></td>
</tr>
<tr>
<td>Chocolat chaud</td>
<td>Hot chocolate</td>
<td></td>
</tr>
<tr>
<td>3,00 €</td>
<td>3,00 €</td>
<td></td>
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<tr>
<td>1,50 €</td>
<td>1,50 €</td>
<td></td>
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<tr>
<td>3,00 €</td>
<td>3,00 €</td>
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</tr>
</tbody>
</table>
Unit 22 Then and now/Le passé et le présent

Overview
Session 1: Places in a town centre
Session 2: That's a date
Session 3: Then and now
Session 4: Find the difference
Session 5: Compare and contrast
Session 6: A guide for tourists
**Unit 22 Overview**

**Then and now**

**Le passé et le présent**

**Overview**

1 of 2

**About this unit**

In this unit children learn to describe places in a town and compare modern-day settlements with those in the late 1940s. They revise and learn adjectives and new places in a town. They apply this knowledge to help them understand texts about towns in France. Children use a letter as a model to produce tourist guides for their own town.

**Prior learning**

It is helpful if children already know:

- the names of some places in a town
- *il y a...*
- the definite and indefinite articles (*le/la* and *un/une*)
- numbers, including multiples of 10 up to 100
- some adjectives and word order when describing a noun
- *grand/grande*
- *petit/petite*
- *très* and *assez*
- that the imperfect tense is used to describe an action in the past, sustained over a period of time

**New language content**

Making statements about places in a town

- Asking questions about places in a town
- Giving a description of a town
- Saying the year (e.g., *mille neuf cent quarante huit*)
- Antonyms
- Imperfect tense of *avoir* (*avait*) and *être* (*était*)
- *beaucoup de...*
- *peu de...*

**End of unit activity**

Children research and prepare a tourist information leaflet or presentation about their home town, comparing how it was in the past with the present day. These are shared with the class and evaluated, and then displayed in the school or sent to a partner school. Presentations could be recorded and shown to others.

**Expectations**

**At the end of this unit**

Most children will:

- understand the names of key places in a town; describe a present-day town and compare it with the past; begin to understand how to say the year in French; begin to use the third person singular of the verbs *avoir* and *être* in the imperfect tense.

Some children will not have made so much progress and will:

- with support, understand places in a town and some adjectives; remember some of the key vocabulary and phrases with prompting; respond using single words and short phrases; copy short phrases.

Some children will have progressed further and will:

- achieve extended descriptions in accurate French, showing some attention to tenses and adjectival agreement; show creativity and imagination in using language in new contexts.

**Links to the Key Stage 2 Framework for Languages**

<table>
<thead>
<tr>
<th>Session</th>
<th>O6.1</th>
<th>O6.2</th>
<th>O6.3</th>
<th>O6.4</th>
<th>L6.1</th>
<th>L6.2</th>
<th>L6.3</th>
<th>L6.4</th>
<th>IU6.1</th>
<th>IU6.2</th>
<th>IU6.3</th>
<th>KAL</th>
<th>LLS</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

Where this unit fits in

This unit provides the opportunity to apply some familiar language in new contexts. Children have already learnt that colours come after nouns in descriptions (see Unit 4). They have learnt numbers up to 39 (see Unit 8) and in multiples of 10 up to 100 (see Unit 9). They have discussed the importance of intonation (see Unit 13). In Unit 15 they learnt some places in a town and simple directions. Children met the imperfect tense in Unit 17 and looked at definite and indefinite articles in Unit 19.
## National Curriculum links

<table>
<thead>
<tr>
<th><strong>Primary Framework for Literacy</strong></th>
<th><strong>Geography</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand 1</strong> Speaking; Y6 Use a range of oral techniques to present persuasive arguments and engaging narratives.</td>
<td>3a Identify and describe what places are like (eg in terms of weather, jobs).</td>
<td>• Map symbols and images of places in a town</td>
</tr>
<tr>
<td><strong>Strand 2</strong> Listening and responding; Y5 Identify different question types and evaluate their impact on the audience; Y6 Analyse and evaluate how speakers present points effectively through use of language and gesture; identify the ways spoken language varies according to differences in the context and purpose of its use.</td>
<td>1b Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.</td>
<td>• Sets of word cards and images of places in a town</td>
</tr>
<tr>
<td><strong>Strand 7</strong> Understanding and interpreting texts; Y3 Identify and make notes of the main points of section(s) of text; use syntax, context and word structure to build their store of vocabulary as they read for meaning.</td>
<td>1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.</td>
<td>• Sets of digit cards or number fans</td>
</tr>
<tr>
<td><strong>Strand 9</strong> Creating and shaping texts; Progression Y6/7 Independently write and present a text with the reader and purpose in mind.</td>
<td>2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).</td>
<td>• Envelopes containing word cards for numbers 71 to 80 or 91 to 100</td>
</tr>
<tr>
<td><strong>Strand 11</strong> Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives; Y5 Adapt sentence construction to different text types, purposes and readers.</td>
<td>3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).</td>
<td>• Pictures A and B showing six places in a town, each with three missing street numbers for an information gap activity (see Session 2)</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet)</td>
<td>• Two sets of word cards with numbers that form a year</td>
</tr>
<tr>
<td>1a Place events, people and changes into correct periods of time.</td>
<td>4a Review what they and others have done to help them develop their ideas.</td>
<td>• Images of celebrities with their year of birth underneath</td>
</tr>
<tr>
<td>2d Describe and make links between the main events, situations and changes within and across the different periods and societies studied.</td>
<td>4c Talk about how they could improve future work.</td>
<td>• Timeline showing images of people representing different historical eras</td>
</tr>
</tbody>
</table>

### ICT resources

- Access to an internet search engine
- Self-authoring package
- Presentation software
- Access to a class blog
- Video camera
- Microphone
- Sound editing software
- Access to a class wiki
- Desktop publishing package
## Framework objectives

| O6.3 | Understand longer and more complex phrases and sentences. |
| KAL | Use knowledge of words, text and structure to build simple spoken and written passages. |

### Support

For the fifth activity, allow less confident children to place image cards in front of them as a prompt as the game progresses.

### Extension

Encourage more confident children to use connectives in their sentences.

In the Tourist Game activity, encourage more confident children to reply to the questions with a whole sentence, particularly practising the negative sentence structure.

### Prior knowledge

It is helpful if children already know the names of some places in a town, *il y a...*, the definite and indefinite articles *le/la* and *un/une*.

## Main activities

- Display map symbols for familiar places in a town on the board, e.g., *un café, un magasin, un marché, une poste, une gare, une bibliothèque* (a café, a shop, a market, a post office, a station, a library). Next to each symbol write the first letter for each word, with dashes for the missing letters. Invite children to take part in a memory challenge, where everyone tries to remember three words silently, then compares with a partner. Each pair then tries to recall five places. Feed back as a class.

- Practise intonation in questions and statements, using the map symbols. Indicate a symbol and ask *C'est une gare?* (Is it a train station?) An individual child responds with *Oui, c'est une gare* (Yes, it’s a train station) or *Non, c'est un/e...* (No, it’s a...).

- Remind children of the difference in intonation between questions and statements (see Unit 13, Session 1). Hold up a flashcard and say *C'est une gare (?)* If you have said it as a question, then children answer it as above. If it’s a statement, then children remain silent. Invite children to come to the front to lead the game.

- On different parts of the board, display images and words for some new places in a town (see 'Teaching tips'). Write a letter next to each image and a number next to each word. In pairs, ask children to match images to words by noting corresponding numbers and letters. Alternatively, give each pair of children a set of word cards and images to match up.

## ICT opportunities

*(levels of difficulty 1 = easier, 3 = more complex)*

- Children play an interactive version of the game Hangman. Search for *le jeu du pendu* and 'shareware' to find some good examples.

- Using a self-authoring package, create a Pelmanism activity for pairs of children to practise their intonation. As they click on the first card, they say the question form aloud, *C'est...?* using the item depicted. Then they click on a second card. If the card matches the first card, they say the positive statement *Oui, c'est...* followed by the item on the card. If the second card does not match the first card, they say the statement, *Non, c'est...* plus the item on the second card.

- Create a matching activity using a self-authoring package where the children pair up the images and their text equivalents.
<table>
<thead>
<tr>
<th>Main activities (continued)</th>
<th>ICT opportunities (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend language to say what there is in your home town, eg <em>A Durham il y a un/une</em>... (In Durham there is a...) In small groups, children play an adaptation of the game My Grandmother Went to Market, where the first child says <em>A Durham, il y a une église</em> (In Durham, there is a church). The second child repeats this and adds another place, and so on. The aim is for children to make the longest chain sentences possible. Remind them of the connective <em>et</em>. Show children four images of different places in a town. Model creating a sentence from these images, eg <em>A Durham, il y a un musée, un café, une église et une poissonnerie</em> (In Durham there is a museum, a café, a church and a fish shop). Show a new combination of images and ask children to make a new sentence. Children could use the images from the fourth activity to create combinations for their partner to list.</td>
<td>Display a simple map of the local area and annotate it with symbols representing different places. Use the blue pen tool for drawing masculine nouns and red for feminine nouns to help children remember their gender. Model a sentence underneath the map, eg <em>A..., il y a...</em> Ask the children to write their own sentences based on the symbols they see. Remind them that blue words will start with <em>un</em> and red words will start with <em>une</em>.</td>
</tr>
<tr>
<td>Show children four images of different places in a town. Model creating a sentence from these images, eg <em>A Durham, il y a un musée, un café, une église et une poissonnerie</em> (In Durham there is a museum, a café, a church and a fish shop). Show a new combination of images and ask children to make a new sentence. Children could use the images from the fourth activity to create combinations for their partner to list. Use some images from the previous activity but this time cross out, or put a cross next to, the final one. Read out the matching sentence using a negative, eg <em>A Durham, il y a un musée, un café et une église mais il n'y a pas de poissonnerie</em> (In Durham there is a museum, a café and a church but there is no fish shop). Ask children what they notice about the new sentence. Pick out the negative construction and practise it with a new combination of places.</td>
<td>Using presentation software, import a simple plan of the local area and add clipart representing different places. Place a coloured cross over one of the images and write the model sentence underneath: <em>A..., il y a.... et... mais il n'y a pas de...</em> Change the font colour of <em>n’</em> and <em>pas</em> to the same colour as the cross to indicate the sentence is negative. Make these appear as separate text boxes arriving together, using custom animation once the main sentence is on the slide. Copy the slide and change the symbols accordingly. Ask the children to reconstruct their own sentences based on the model. This could be done on a private wiki to allow them to work in pairs or small groups.</td>
</tr>
</tbody>
</table>
## Session 1
### Places in a town centre

#### Main activities (continued)

Play the Tourist Game. Ask two children to leave the room. They will be the tourists. The rest of the class, 'the locals', decide on three places that they want to include in their town. The tourists return to the room and ask the locals, eg, *Il y a une gare?* The class chorus the response. The aim of the game is for the tourists to identify all three places in the town.

#### Through the week

Say a place in the town and children point to the appropriate picture. 

Play *Faites ceci, faites cela* (Do This, Do That), where children mime an action if they hear a statement and do nothing if they hear a question, eg *Fermez les yeux! Fermez les yeux?* (Close your eyes! Close your eyes?)

#### Main follow-up activities

Children produce an illustrated and labelled map of their home town, or part of town, for a class display.

Children produce illustrated word banks for use during the unit.

#### ICT follow-up activities

Children create a slideshow of their local town by taking photos on their digital cameras or mobile phones and import them into movie editing software along with annotated screenshots of the simple map used in previous activities. Using a microphone and sound editing software, the children can record a voiceover to describe what is being seen in each section and then publish the clip on the class blog.

#### Learning outcomes

**Children:**
- recognise key places in a town
- say the names of some places found in a town
- ask questions about places in a town
- make statements about places in a town
- use intonation to add interest to their speech

### Teaching tips

- Use images of a town centre in your local area if possible. The vocabulary suggested here is given as a guide and you can substitute or add words that are more appropriate to your pictures
- It is possible to display a picture as a background on an interactive whiteboard and superimpose images onto the background
### National Curriculum links

**Primary Framework for Literacy**

**Strand 2**  Listening and responding; Y2 Listen to others in class, ask relevant questions and follow instructions; Y5 Identify different question types and evaluate their impact on the audience.

**ICT**

2a  Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a  Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b  Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Resources

- Map symbols and images of places in a town
- Sets of word cards and images of places in a town

**ICT resources**

- Access to an internet search engine
- Self-authoring package
- Presentation software
- Access to a class blog
- Video camera
- Microphone
- Sound editing software
<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>a café</td>
<td>un café</td>
<td>a shop</td>
<td>un magasin</td>
</tr>
<tr>
<td>a market</td>
<td>un marché</td>
<td>a post office</td>
<td>une poste</td>
</tr>
<tr>
<td>a library</td>
<td>une bibliothèque</td>
<td>a café</td>
<td>un café</td>
</tr>
<tr>
<td>Is it a train station?</td>
<td>Oui, c'est une gare</td>
<td>Yes, it's a train station</td>
<td>Oui, c'est une gare</td>
</tr>
<tr>
<td>No, it's a...</td>
<td>Non, c'est un/e...</td>
<td>No, it's a...</td>
<td>Non, c'est un/e...</td>
</tr>
<tr>
<td>the/a supermarket</td>
<td>le/un supermarché</td>
<td>the/a delicatessen (meat)</td>
<td>la/une charcuterie</td>
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<tr>
<td>the/a bakery</td>
<td>la/une boulangerie</td>
<td>the/a butcher's shop</td>
<td>la/une boucherie</td>
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<tr>
<td>the/a cake shop</td>
<td>la/une pâtisserie</td>
<td>the/a fishmonger</td>
<td>la/une poissonnerie</td>
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<tr>
<td>the/a grocer's</td>
<td>l'/une épicerie</td>
<td>For this game you need to match each number with a letter</td>
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<tr>
<td>What is there in Durham?</td>
<td>Qu'est-ce qu'il y a à Durham?</td>
<td>In Durham there is a... but there isn't a...</td>
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</tr>
<tr>
<td>In Durham there is a... but there isn't a...</td>
<td>A Durham il y a un/une...</td>
<td>Is there a station?</td>
<td>Il y a une gare?</td>
</tr>
<tr>
<td>A Durham il y a un/une...</td>
<td>Il y a...</td>
<td>There is/are...</td>
<td>Il n'y a pas de...</td>
</tr>
<tr>
<td>There isn't/aren't...</td>
<td>Faites ceci, faites cela</td>
<td>Do this, do that</td>
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</tbody>
</table>
## Framework objectives

<table>
<thead>
<tr>
<th>L6.3</th>
<th>Match sound to sentences and paragraphs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAL</td>
<td>Recognise patterns in the foreign language.</td>
</tr>
<tr>
<td>LLS</td>
<td>Practise new language with a friend.</td>
</tr>
</tbody>
</table>

### Support

- **For the information gap activity, provide differentiated sheets for less confident children.**
- **Support less confident children with a number line labelled in French.**

### Extension

- **Encourage more confident children to memorise the numbers 70 to 99, rather than working them out each time.**

### Prior knowledge

It is helpful if children already know numbers, including multiples of 10 up to 100.

## Main activities

- **Use digit cards or number fans to revise numbers up to 39 and multiples of 10 up to 100.** Play Bingo or Noughts and Crosses (see Unit 9, Session 3 for further ideas).
- **Give pairs of children envelopes containing word cards for numbers from 71 to 80 or 91 to 100.** Challenge children to place the word cards in order. Ask pairs of children to feed back about how they achieved the task.
- **Show children the calculation 60 + 15 = 75.** Write this in French underneath, e.g. **soixante + quinze = soixante-quinze.** Show them another word calculation, e.g. **soixante + dix-huit =?** and see if they can say and then write the answer. Repeat with other examples, including numbers from 91 to 100.
- **Working in pairs, children complete an information gap activity where they work together to find out missing street numbers** (see ‘Teaching tips’).
- **Discuss with children how French people say the year, e.g. 1948 (mille neuf cent quarante-huit).** Use this as an opportunity to practise numbers again, e.g. give children a year such as 1975, and they work out how to say it in French. Contrast this with dates since 2000, for which you use mille (thousand) instead of cent (hundred), e.g. 2007 (deux mille sept).

## ICT opportunities

### (levels of difficulty 1 = easier, 3 = more complex)

- **Using self-authoring software, create a cycle of matching activities to practise numbers up to 39 and multiples of 10 up to 100.**
- **Using a microphone and sound editing software, record the children’s feedback and play it to the class so everyone can reflect on each other’s experiences.**
- **Using word processing software, produce a grid of numbers 1 to 100 written as figures and in words.** Ask the children to work out some simple additions written in words, using the grid for support.
- **Using presentation software, show how different years are represented in French in figures and words.** Write a year and synchronise each figure or pair of figures to change colour at the same time as the word equivalent appears on the slide. In this way, the children can see how a year is built up in French with different elements and compare it with how we say years in English where the building blocks are different.
Main activities (continued)

Divide the class into two teams. Give each team the same set of word cards with numbers that can form a year, e.g., *mille, cent*, multiples of 10 to 100 and numbers from 0 to 9. Give one to each child. Call out a year, and children race to order themselves to show that year, e.g., *mille neuf cent soixante trois* (1963).

Play Secret Signaller to practise saying the years. Two children leave the room. Write a selection of years on the board. Children need to agree on a secret signal. When the two children re-enter the room, the class begins to chant the first year. At the signal, the children switch to chanting the next year. Continue until the identity of the secret signaller has been guessed.

Challenge children to work out how to say the year in which they were born.

Display images of famous people with the year of their birth underneath. Give children a statement, e.g., *X est né en 1942* (X was born in 1942). Ask children to give you the name of the famous person. Alternatively, give children the name of the famous person and they give you the year.

Extension: display a timeline on the board showing images of people representing different historical eras, e.g., Tutankhamun, Julius Caesar, Anne Boleyn, Queen Victoria, Winston Churchill. On a different part of the board, display a list of years (in random order) corresponding to the different eras. Ask children to work in pairs to match the person with the year.

ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

On the interactive whiteboard, create a bank of text cards of numbers written as words. Display a particular year and challenge children to drag the words into the correct order in a certain time. Embed sound files so that, when dragged, each text card reads aloud its number. Children can hear as well as see their numbers being formed.

Using a self-authoring package, create a matching activity for children to pair up an image of a famous person with the year of their birth underneath and the equivalent text or audio description.
### Throughout the week

**Display the date (with the year) on the board for children to see.**

Children respond with numbers when the register is taken.

Revise numbers through a variety of games and activities such as Bingo.

### Main follow-up activities

Children produce a timeline of important people from the last activity and label with *X est né(e) en...*, with the dates written out.

### ICT follow-up activities

Children create a timeline using VoiceThread, including images of famous people put in chronological order according to the year of their birth. This could include a range of people they are studying in their history lessons to forge a cross-curricular link. Each image could be labelled with written and audio comments and the finished presentation published on the class blog.

### Learning outcomes

Children:
- recall numbers to 39 and multiples of 10 up to 100
- use higher numbers confidently
- understand and say the year in French

### National Curriculum links

**History**
1a Place events, people and changes into correct periods of time.

**ICT**
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

4a Review what they and others have done to help them develop their ideas.

4c Talk about how they could improve future work.

### Teaching tips

- Information gap activity: explain to children that they will be finding out from their partners the missing street numbers of some places in a town. Both will have the same picture showing six places in a town. (This could be done very simply using symbols.) Child A’s picture has numbers on the doors of three of the buildings, while Child B’s picture has numbers on the other three. Each child then takes it in turns to say, eg *La boulangerie, c’est quel numéro?* (What number is the bakery?) They listen carefully to the response, record the number on the correct building and compare sheets at the end of the activity.

### Resources

- Sets of digit cards or number fans
- Envelopes containing word cards for numbers 71 to 80 or 91 to 100
- Pictures A and B showing six places in a town, each with three missing street numbers for an information gap activity (see ‘Teaching tips’)
- Two sets of word cards with numbers that form a year
- Images of celebrities with their year of birth underneath
- Timeline showing images of people representing different historical eras

### ICT resources

- Access to an internet search engine
- Self-authoring package
- Presentation software
- Access to a class blog
- Microphone
- Sound editing software
<table>
<thead>
<tr>
<th><strong>Le langage du prof</strong></th>
<th><strong>Teacher’s language</strong></th>
<th><strong>Le langage des enfants</strong></th>
<th><strong>Children’s language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 zéro</td>
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<td>10 dix</td>
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<tr>
<td>20 vingt, vingt-et-un, vingt-deux, vingt-trois etc</td>
<td>20 twenty, twenty-one, twenty-two, twenty-three etc</td>
<td>20 vingt, vingt-et-un, vingt-deux, vingt-trois etc</td>
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<td>30 trente, trente-et-un, trente-deux, trente-trois etc</td>
<td>30 thirty, thirty-one, thirty-two, thirty-three etc</td>
<td>30 trente, trente-et-un, trente-deux, trente-trois etc</td>
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<tr>
<td>80 quatre-vingt, quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois etc</td>
<td>80 eighty, eighty-one, eighty-two, eighty-three etc</td>
<td>80 quatre-vingt, quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois etc</td>
<td>80 eighty, eighty-one, eighty-two, eighty-three etc</td>
</tr>
<tr>
<td>90 quatre-vingt-dix, quatre-vingt-onze, quatre-vingt-treize etc</td>
<td>90 ninety, ninety-one, ninety-two, ninety-three etc</td>
<td>90 quatre-vingt-dix, quatre-vingt-onze, quatre-vingt-treize etc</td>
<td>90 ninety, ninety-one, ninety-two, ninety-three etc</td>
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<td>100 cent</td>
<td>100 one hundred</td>
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<td>1000 mille</td>
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</tbody>
</table>

Il/Elle est né(e) en…
He/She was born in…
X est né(e) en…
X was born in…
### Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.3</td>
<td>Understand longer and more complex phrases and sentences.</td>
</tr>
<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
</tr>
<tr>
<td>IU6.1</td>
<td>Compare attitudes towards aspects of everyday life.</td>
</tr>
<tr>
<td>LLS</td>
<td>Use language known in one context or topic in another context or topic.</td>
</tr>
</tbody>
</table>

### Main activities

- **Session 3**

**Then and now**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Pelmanism using flashcards. Display a 4 x 4 grid with cards showing different places in a town (see Session 1). Each card should have a coloured shape on the reverse that is one of a matching pair. Divide the class into two teams. Teams take it in turns to name two places in a town. If, when the cards are turned over, they reveal a matching pair of shapes, the team wins a point and the cards are removed.</td>
</tr>
<tr>
<td>Show children two pictures of their town: one from the past (see ‘Teaching tips’) with the heading, eg Manchester en 1948, and one in the present with the heading Manchester aujourd’hui (Manchester today). Revise <em>il y a</em>... statements from Session 1 using flashcards for support where necessary and indicating the picture from the present day. Model a similar statement, again using flashcards for support, but this time replacing <em>il y a</em> with <em>il y avait</em> and pointing to the picture in the past. Ask children what they’ve noticed about the two statements.</td>
</tr>
<tr>
<td>Teach children that the past tense of <em>il y a</em> (there is/are) is <em>il y avait</em> (there was/were) and write these on the board. (See 'Teaching tips' for further explanation of the imperfect tense.) Children stand up. Make some statements about places in a town in the past and present, eg <em>il y a un supermarché, il y avait une boulangerie</em> (there is a supermarket, there was a bakery). Children step forward when they hear a present tense statement and step back when they hear a past tense statement. Practise this a few times before letting confident children lead the game.</td>
</tr>
<tr>
<td>Discuss with children in English how they think their town might have changed in the last 10 years. Are there any shops they remember that are no longer there? What about houses? Why do they think towns change? Do they think it is good that towns change in this way?</td>
</tr>
</tbody>
</table>

### ICT opportunities

<table>
<thead>
<tr>
<th>Level of Difficulty (1 = easier, 3 = more complex)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using a self-authoring package, create a Pelmanism game where children have to click on two cards to find a pair. If they succeed, they continue looking for subsequent pairs.</td>
</tr>
<tr>
<td>Using presentation software, display the old and new photos side by side with headings and text boxes underneath describing what is in each picture. Underline <em>il y a</em> and <em>il y avait</em> to highlight that they are different and elicit their meaning from the children.</td>
</tr>
<tr>
<td>Using a microphone and sound editing software, the children can interview adults in their school and ask them how they think their town has changed in the last 10 years and what they think about this. This can be edited together and published as a podcast on the class blog.</td>
</tr>
</tbody>
</table>
### Main activities (continued)

Build up longer statements comparing past and present, using connectives. Show children two sentences, e.g., *En 1948, il y avait une épicérie. Aujourd'hui, il y a un supermarché.* (In 1948 there was a grocer’s. Today there is a supermarket.) Discuss how these could be linked with a connective, e.g., *mais.* Children then work in pairs to make up more sentences using this model and record them on mini-whiteboards. If resources are available, they could compare town plans from the past and present and describe the changes in French.

Pairs feed back to the class. One child says the first half of the sentence and the other continues with *mais aujourd'hui…* (but today…).

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Having found suitable historical images of their town, children can take photos of the same scenes and import them into movie editing software. Using different fades, they can highlight how parts of the town have been transformed in time, add descriptions in the past and present for each of the photos and include a voiceover to tie the images together. Once finished, the films can be published on the class blog. Members of the local community could be encouraged to leave comments reminiscing about their own memories of the area.

### Throughout the week

**Main follow-up activities**

A digital content provider might offer access to historical news archives, which would allow children to see how towns have changed since the 1940s and make comparisons, in French, between buildings then and now.

Contact a local newspaper, which will have archives of photographs from the last century. They may be interested that children are researching the local area in a foreign language and may release some images for children to use in presentations.

**ICT follow-up activities**

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Learning outcomes

Children:
- understand and write compound statements about a town
- understand and use the third person singular of avoir in the past and present tenses

Teaching tips

- The Pelmanism game works equally well on an interactive whiteboard
- Grammar point: the imperfect tense is often used to describe an action that continued over a sustained period of time. The phrase *il y a* (there is/are), when used in the imperfect tense, becomes *il y avait* (there was/were)
- When preparing photos of places past and present, look first for the old photos. When you have found suitable ones to use, then take a picture in the same location to show the differences. In this way, you can ensure both photos are taken from roughly the same angle which helps to make the changes clear to the children
- There is a wide range of historical photos available in the Francis Frith collection at www.francisfrith.com. Registration is free, as is becoming a partner which allows images from the collection to be included in a website

National Curriculum links

Primary Framework for Literacy

Strand 11 Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives.

History

2d Describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Geography

3a Identify and describe what places are like (eg in terms of weather, jobs).

ICT

1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (eg finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent).

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

Resources

- Flashcards with coloured shapes on the back for a Pelmanism game
- Two pictures of your town: one from the past and one in the present
- (Town plans from the past and present)

ICT resources

- Access to a search engine
- Self-authoring package
- Presentation software
- Access to a class blog
- Microphone
- Sound editing software
### Le langage du prof

**Manchester en 1948**  
**Manchester aujourd’hui**

**Il y avait...**  
**Aujourd’hui, il y a...**

- un café  
- un magasin  
- un marché  
- une poste  
- une gare  
- une bibliothèque  
- un supermarché  
- une charcuterie  
- une boulangerie  
- une boucherie  
- une pâtisserie  
- une poissonnerie  
- une épicerie  
- un parc  
- un musée  
- une église

### Teacher’s language

**Manchester in 1948**  
**Manchester today**

**There was/were...**  
**Today there is/are...**

- a café  
- a shop  
- a market  
- a post office  
- a station  
- a library  
- a supermarket  
- a delicatessen (meat)  
- a bakery  
- a butcher’s shop  
- a cake shop  
- a fishmonger  
- a grocer’s  
- a park  
- a museum  
- a church

### Le langage des enfants

**Il y avait...**  
**Aujourd’hui, il y a...**

- un café  
- un magasin  
- un marché  
- une poste  
- une gare  
- une bibliothèque  
- un supermarché  
- une charcuterie  
- une boulangerie  
- une boucherie  
- une pâtisserie  
- une poissonnerie  
- une épicerie  
- un parc  
- un musée  
- une église

### Children’s language

**There was/were...**  
**Today there is/are...**

- a café  
- a shop  
- a market  
- a post office  
- a station  
- a library  
- a supermarket  
- a delicatessen (meat)  
- a bakery  
- a butcher’s shop  
- a cake shop  
- a fishmonger  
- a grocer’s  
- a park  
- a museum  
- a church

### Levez-vous

**Quand vous entendez une phrase au temps présent vous devez faire un pas en avant**  
**Quand vous entendez une phrase au temps passé vous devez faire un pas en arrière**  
**En 1948, il y avait une épicerie mais aujourd’hui, il y a un supermarché**

**Stand up**  
**When you hear a sentence in the present tense, you need to take a step forwards**  
**When you hear a phrase in the past tense, you need to take a step backwards**  
**En 1948, il y avait une épicerie mais aujourd’hui, il y a un supermarché**

**In 1948, there was a grocer’s but today there is a supermarket**
**Framework objectives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6.1</td>
<td>Read and understand the main points and some detail from a short written passage.</td>
</tr>
<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of word order and sentence construction to support the understanding of a written text.</td>
</tr>
<tr>
<td>LLS</td>
<td>Use context and previous knowledge to help understanding and reading skills.</td>
</tr>
<tr>
<td>LLS</td>
<td>Discuss language learning and reflect and share ideas and experiences.</td>
</tr>
</tbody>
</table>

**Support**

Less confident children may benefit from referring to a word bank with adjectives paired with their antonyms.

**Extension**

Encourage more confident children to use a variety of places in the town for the fifth activity.

**Prior knowledge**

It is helpful if children already know some adjectives and word order when describing a noun, *grand/grande, petit/petite*.

---

**Main activities**

- Have flashcards for places in a town in a pile in front of you or on your lap. You choose to say either *Aujourd’hui* or *En 1948* and quickly ‘flash’ a card at children. They respond with either *il y a* + place or *il y avait* + place, as appropriate.

- Children take part in a Language Detectives activity. They are given a copy of an email or letter from a school in a French-speaking country (this can be real or invented, see ‘Teaching tips’). They work together to make sense of the text by highlighting words and phrases they know or can guess, and reading aloud where possible. Children can share their ideas with another pair.

- Display the email or letter on the board and invite children to offer their ideas. Talk about strategies that children used to help them understand the text. Which words/phrases did they find particularly easy/difficult to understand and why? Draw particular attention to the use of *il y a/il y avait*.

---

**ICT opportunities**

(levels of difficulty 1 = easier, 3 = more complex)

- Import the old and modern photos into a slideshow and adjust the slide transition so that they appear every few seconds. Ask the children to make a note of the order of the photos and to feed back their answers at the end of the presentation. For less confident children, run the slideshow again or change the timings of the slide transition so that they have more time to view each photo.

- As a pre-reading exercise, the children can import the text of the letter into an application eg Wordle to create a word cloud of the high-frequency words. They can then copy this image into a private wiki and with the help of Wikipedia work out the main meaning of the text.

- The teacher can import the text into VoiceThread and use the doodler tool to annotate certain words and phrases. The children can also leave voice comments discussing the strategies they used to make sense of the text.
Main activities (continued)

Invite children to come to the board and highlight the adjectives in a different colour, e.g., grande, animée, calme, petite, belle, moderne, vieille, moche (large, lively, calm, small, beautiful, modern, old, ugly). Ask children what they notice about the adjectives. Draw attention to the fact that all of them end in e. Ask children why this might be. Display one of the sentences from the text, e.g., La ville est animée (The town is lively). Then write the sentence Le parc est animé (The park is lively) below. What do children notice about how the adjectives are written and how they are pronounced? Now show them how the other adjectives work, highlighting the fact that calme, moderne and moche remain the same, while vieille has a completely different masculine form (vieux), as does belle (beau). You may wish to draw on children's previous knowledge of colour adjectives (see Unit 4).

In pairs, children choose at least four adjectives, a masculine place and a feminine place. They write pairs of sentences using the adjectives and places in a town, e.g., Le musée est beau (The museum is beautiful) or L'église est belle (The church is beautiful). Some children will be able to use a range of different places in a town, while others will find it easier to use the same two throughout. Ask children to read their sentences to themselves or to a partner.

ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Using presentation software, split a slide in two by placing two autoshapes together so they stand horizontally next to each other. Add an image representing the masculine form of an adjective on the left and the feminine form on the right. Copy the slides as many times as necessary. For each slide, use blue as a fill colour on the left and red on the right. Drill the vocabulary and point out to children how feminine adjectives are normally formed by adding an e to the masculine version (unless that already ends in an e in which case nothing is added) and how this affects pronunciation. Add a trigger to each slide which, when clicked, shows both versions simultaneously as a written prompt. The adjectives could also be coloured according to their gender. Clicking the trigger again makes the text disappear so you can decide whether or not to show children the written word.

Using word processing software, create a model sentence including two drop-down menus for places in the town and adjectives. Ask the children to select different options from the menus, making sure they follow the rules of adjectival agreement, and to write their sentences underneath.
<table>
<thead>
<tr>
<th>Main activities (continued)</th>
<th>ICT opportunities (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide on an action for each adjective. Play Antonyms where, whichever adjective you mime and say, children must mime and say the opposite. A confident child could then lead this activity, or you may want children to play this in pairs.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
</tr>
<tr>
<td>Play Splat! with antonyms. Children stand up. Call out an adjective and children put their hand up if they know an adjective that’s the opposite. Ask the first person with their hand up to say the word they were thinking of. If they are right, they get to ‘splat’ somebody else in the class, who has to sit down. Continue until only one child is left standing. If no-one standing knows the answer, children who are ‘out’ (ie sitting down) can get back into the game by giving the correct response. This can also be played in smaller groups.</td>
<td>Create adjective and antonym cards on the interactive whiteboard. Divide the class in to and ask two volunteers to come to the board to represent their team. Both teams take it in turns to call out an adjective and the first person to touch the card on the board wins a point for their team. Each time this happens, remove both the adjective and its antonym until the board is bare. The team with the most points wins the game.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Throughout the week</th>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Antonyms as a class or in pairs.</td>
<td>Once children have seen the written words, draw attention to the spelling of <em>moche</em>. Ask them how the sound <em>sh</em> is normally represented in French and ask them why they think it is different in this example. Talk about borrowings, and compare with words like ‘chef’ in English.</td>
<td>Children choose to portray an adjective by holding up a card displaying their adjective written in blue if they are a masculine adjective and red for a feminine adjective. Video the children in their masculine and feminine pairs and then as adjectives and antonyms. Publish the finished clip on the class blog so they can watch it at home and revise what they have covered in class.</td>
</tr>
</tbody>
</table>
Learning outcomes

Children:
• use language learning strategies and knowledge about language to understand a written text
• recognise and practise masculine and feminine agreements of adjectives

Teaching tips

• If you have a link with a French-speaking school, ask them to write you an email or letter along the following lines (or alternatively make up your own):
  - (Hi! Let us present our town to you. Today,…is a very large and busy town. There are many people, cars and shops. The church is very beautiful. There are cafés, restaurants and three supermarkets. There is also a new stadium and many modern houses and flats. The stadium is very ugly. Our school (which is quite old) is in the town centre, next to the park)
  - C’était très différent en 1948. La ville était plus petite. Il y avait peu de voitures donc le centre-ville était plus calme. Il y avait beaucoup de petits magasins – une chocolaterie, une fromagerie, et cinq boulangeries! Il n’y avait pas de restaurant mais il y avait deux cafés. En 1948, notre école était assez moderne!
  - (It was very different in 1948. The town was smaller. There were few cars and so the town centre was calmer. There were many small shops – a chocolate shop, a cheese shop, and five bakeries! There was no restaurant but there were two cafés. In 1948, our school was quite modern!)
• Grammar point: children learnt in Unit 4 that colours come after nouns in descriptions. Grand and petit are adjectives that come before the noun
• Grammar point: the definite articles in French are le/la/les. The indefinite articles are un/une/des

National Curriculum links

Primary Framework for Literacy
Strand 7 Understanding and interpreting texts; Y3 Use syntax, context and word structure to build their store of vocabulary as they read for meaning.

ICT
1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).
3a Share and exchange information in a variety of forms, including email (e.g. displays, posters, animations, musical compositions).
3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (e.g. work for presentation to other pupils, writing for parents, publishing on the internet).

Resources

• Flashcards for places in town
• Copies of an email or letter from a school in a French-speaking country

ICT resources
• Access to a search engine
• Self-authoring package
• Presentation software
• Access to a class blog
• Microphone
• Sound editing software
• Video camera
### Le langage du prof

<table>
<thead>
<tr>
<th>French</th>
<th>Teacher’s language</th>
<th>French</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>il y avait...</strong></td>
<td>there was/were...</td>
<td><strong>il y avait...</strong></td>
<td>there was/were...</td>
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<tr>
<td><strong>il y a...</strong></td>
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### Le langage des enfants

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<table>
<thead>
<tr>
<th>Adjective</th>
<th>French</th>
<th>English</th>
</tr>
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<tbody>
<tr>
<td>animé(e)</td>
<td>lively</td>
<td>(m/f)</td>
</tr>
<tr>
<td>calme</td>
<td>calm</td>
<td></td>
</tr>
<tr>
<td>beau/belle</td>
<td>beautiful</td>
<td>(m/f)</td>
</tr>
<tr>
<td>moderne</td>
<td>modern</td>
<td></td>
</tr>
<tr>
<td>vieux/vieille</td>
<td>old</td>
<td>(m/f)</td>
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<tr>
<td>moche</td>
<td>ugly</td>
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Levez la main si vous connaissez l’adjectif opposé. Par exemple, si je dis ‘vieux’, l’adjectif opposé sera ‘moderne’

Put your hand up if you know the opposite adjective. For example, if I say ‘old’, the opposite adjective will be ‘modern’
Play Duel. Divide the class into two teams. Choose a child from each team to take part in the first ‘duel’. They stand back to back. Call out a word. If it is not an adjective, the two children take a step away from each other. When you call out an adjective, they must quickly turn to face each other and say the antonym. The first child to say the correct antonym wins a point for their team. Choose two more confident children to continue the game. This works well if the words you call out begin with the same letter as the adjective you are going to call, eg musée, magasin, mauvais, moche!

Read the letter/email from the previous session again. Highlight the use of est and était. Show children two pictures of a French town: one from the past with a heading, eg Paris en 1948, and one in the present with the heading Paris aujourd’hui. Say a sentence, pointing to the picture from the present day, eg Aujourd’hui, Paris est animé (Today, Paris is lively). Then make a similar statement pointing to the picture from the past, eg En 1948, Paris était animé (In 1948 Paris was lively). Ask children what they’ve noticed about the two statements. Display the old and new photos on the interactive whiteboard and write a sentence in the past or present under each one. Highlight the verb in both sentences by changing the font colour and use the screen recording tool to capture the children’s ideas on the reasons for the differences between the two sentences.

Teach children that the past tense of est (is) is était (was) and that these verbs are used to form c’est (it is) and c’était (it was). (See ‘Teaching tips’ for further explanation of the imperfect tense of être.) Write all four words/phrases on the board. Children stand up. Make statements about places in a town in the past and present, eg Le supermarché est moderne (The supermarket is modern) or La maison était vieille (The house was old). Children step forward when they hear a present tense statement and step back for a past tense statement. Practise this a few times before letting confident children lead the game.

Using a self-authoring package, create a cycle of activities where children work with sentences in French and English identifying if they are in the past or present.

Prior knowledge
It is helpful if children already know beaucoup de, peu de.
### Main activities (continued)

Referring back to the text, draw children's attention to *beaucoup de* and *peu de*. Using a multimedia presentation or the interactive whiteboard, show children a series of images, using familiar vocabulary to illustrate the meaning of *beaucoup de* and *peu de*. For example, Slide 1, *Il y a beaucoup de bananes*, shows lots of bananas. Slide 2, *Il y a peu de bananes*, shows a few bananas and a very fat, contented monkey. Children then create and illustrate pairs of sentences in the same way.

Give a short oral presentation on Paris or a French-speaking town of your choice, using visuals where possible (see ‘Teaching tips’). Ask children to make notes on mini-whiteboards, in English or in French. They compare their notes with a partner before feeding back to the class.

Give children two texts describing two contrasting French towns in the past and present (see ‘Teaching tips’). Children read the texts and list the buildings in columns labelled ‘En 1900’ and ‘Aujourd’hui’.

Extension: children highlight the adjectives in the texts.

Feed back and create a class list of buildings in the two French towns, then and now.

Play *Le Pendu* (Hangman) with the names of places in a town.

Create other pairs of slides to illustrate and encourage children to join in with the corresponding sentences. Children may prefer to create their own pairs of sentences as multimedia slides.
### Throughout the week

<table>
<thead>
<tr>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play <em>Le Pendu</em> (Hangman) with the names of places in a town.</td>
<td>The children rehearse their short oral presentations in pairs before recording them using a microphone and sound editing software. They create a multimedia slideshow by synchronising images from their chosen town with their voiceover and publish their work on the class blog. The children can then leave comments providing feedback on each other’s presentations.</td>
</tr>
</tbody>
</table>
| Children create and illustrate pairs of sentences demonstrating *beaucoup de* and *peu de* for a display. | **Learning outcomes**

**Children:**
- recognise and understand the third person singular of the verb *être* in the past tense
- understand and use *beaucoup de* and *peu de* in sentences
- pick out the main points from spoken and written texts about a town

### National Curriculum links

**Primary Framework for Literacy**

**Strand 7** Understanding and interpreting texts; Y3 Identify and make notes of the main points of section(s) of text; use syntax, context and word structure to build their store of vocabulary as they read for meaning.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

4a Review what they and others have done to help them develop their ideas.

4c Talk about how they could improve future work.
Teaching tips

- Grammar point: when describing something in the past, the imperfect tense is often used. In this unit only the structure c'était (it was) is used. However, teachers wishing to extend their knowledge further can use the following table:

<table>
<thead>
<tr>
<th>j’</th>
<th>étai</th>
<th>nous</th>
<th>étions</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu</td>
<td>était</td>
<td>vous</td>
<td>étiez</td>
</tr>
<tr>
<td>il/elle/c’</td>
<td>était</td>
<td>ils/elles</td>
<td>étaient</td>
</tr>
</tbody>
</table>

- Example of a presentation about Paris:
  - Bienvenue à Paris. Paris est une grande ville très animée. C'est la capitale de la France. Il y a beaucoup de monuments historiques comme la Tour Eiffel, l'Arc de Triomphe, et le Louvre. Il y a aussi beaucoup de belles et vieilles églises et cathédrales, comme Notre Dame et le Sacré Coeur. Le fleuve qui traverse la ville s'appelle la Seine
  - (Welcome to Paris. Paris is a very lively city. It is the capital of France. There are many historical monuments such as the Eiffel Tower, the Arc de Triomphe and the Louvre. There are also many beautiful old churches and cathedrals, such as Notre Dame and the Sacré Coeur. The river that flows through Paris is called the Seine)

- Examples of texts describing two contrasting French towns in the past and now.
  - Example of a presentation about Paris:
    - En 1900, il y avait peu de voitures, mais beaucoup de gens. Il y avait aussi beaucoup de jardins publics et un hôtel de ville. Aujourd'hui, Paris est très moderne. Il y a beaucoup de cinémas et beaucoup d'hôtels. Il y a aussi beaucoup de grands magasins
    - (In 1900, there were few cars but many people. There were also many public gardens and a town hall. Today, Paris is very modern. There are many cinemas and many hotels. There is little industry)
  - Example of a presentation about Lille:
    - En 1900, Lille était moche. Il y avait beaucoup d’industrie et les maisons étaient noires et petites. Au centre-ville, il y avait une boucherie et une boulangerie mais il n’y avait pas de cinéma. Aujourd’hui, Lille est très animée. Il y a beaucoup de maisons modernes, un grand supermarché et deux cinémas. Il y a aussi beaucoup de cafés et de restaurants. Il y a peu d’industries
    - (In 1900, Lille was ugly. There was much industry and the houses were small and black. In the town centre, there was a butcher's and a bakery but there was no cinema. Today, Lille is very lively. There are many modern houses, a large supermarket and two cinemas. There is little industry)

Resources

- Two pictures of a French town: one from the past and one from the present
- Copies of an email or letter from a school in a French-speaking country
- Multimedia presentation to illustrate the meaning of beaucoup de and peu de
- Copies of two texts describing two contrasting French towns in the past and present (see ‘Teaching tips’)

ICT resources

- Access to a search engine
- Self-authoring package
- Presentation software
- Access to a class blog
- Microphone
- Sound editing software
- Video camera
**Unit 22 Session: Print**

**Session 5**

**Compare and contrast**

5 of 5

<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher’s language</th>
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<td>ugly</td>
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</table>

Aujourd’hui, Paris est animé
En 1948, Paris était animé

C’est.../c’était...
Paris est.../était...

beaucoup de
peu de
il y a beaucoup de bananes
il y a peu de bananes

un café
un magasin
un marché
un supermarché
un parc
un musée
une poste
une gare
une bibliothèque
une charcuterie
une boulangerie
une boucherie
une pâtisserie
une poissonnerie
une épicerie
une église

The supermarket is modern
the house was old

le supermarché est moderne
la maison était vieille

il y a beaucoup de bananes
il y a peu de bananes

un café
un magasin
un marché
un supermarché
un parc
un musée
une poste
une gare
une bibliothèque
une charcuterie
une boulangerie
une boucherie
une pâtisserie
une poissonnerie
une épicerie
une église

it is.../it was...
the supermarket is modern
the house was old

un café
un magasin
un marché
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un musée
une poste
une gare
une bibliothèque
une charcuterie
une boulangerie
une boucherie
une pâtisserie
une poissonnerie
une épicerie
une église

il y a beaucoup de bananes
il y a peu de bananes

a lot (of)
few
there are lots of bananas
there are few bananas

un café
un magasin
un marché
un supermarché
un parc
un musée
une poste
une gare
une bibliothèque
une charcuterie
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une poissonnerie
une épicerie
une église

it is.../it was...
the supermarket is modern
the house was old

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une église

Summary:

- **Animate (m/f):** lively
- **Calm:** calm
- **Beautiful (m/f):** beautiful
- **Modern:** modern
- **Old:** old
- **Ugly:** ugly
- **Supermarket:** le supermarché
- **Post Office:** une poste
- **Library:** une bibliothèque
- **Bakery:** une boulangerie
- **Butcher’s Shop:** une boucherie
- **Cake Shop:** une pâtisserie
- **Fishmonger:** une poissonnerie
- **Grocer’s:** une épicerie
- **Church:** une église

**Notes:**

- Aujourd’hui: Today
- En 1948: In 1948
- C’est.../c’était...: it is.../it was...
- Beaucoup de: a lot (of)
- Peu de: few
- Il y a beaucoup de bananes: there are lots of bananas
- Il y a peu de bananes: there are few bananas

**Schemes of work**

French KS2
<table>
<thead>
<tr>
<th>Framework objectives</th>
<th>Main activities</th>
<th>ICT opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.2</td>
<td>Perform to an audience.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
</tr>
<tr>
<td>O6.4</td>
<td>Use spoken language confidently to initiate and sustain conversations and to tell stories.</td>
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<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
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<tr>
<td>IU6.3</td>
<td>Present information on an aspect of culture.</td>
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</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of word and text conventions to build sentences and short texts.</td>
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<tr>
<td>LLS</td>
<td>Plan and prepare – analyse what needs to be done in order to carry out a task.</td>
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**Support**
Less confident children may need a word bank or writing frame for support when writing their leaflet.

**Extension**
Encourage more confident children to use all the language encountered in this unit, eg connectives, qualifiers etc.

**Prior knowledge**
It is helpful if children already have experience of writing information leaflets.

---
Explain to children that they are going to respond to the letter/email from the French school (see Session 4) by producing a tourist information leaflet about their home town.

Use a plan–do–review strategy to model writing the draft text for the leaflet and show how you would use a word bank or dictionary. Verbalise your thought processes aloud as you plan, write and edit sentences on the board, eg 'I want to show what the town is like now, so I’m going to use *il y a* and *est/c’est*, but on the back I’m going to talk about what the town used to be like, so I’ll use *il y avait* and *était/c’était*. You may want to use the letter from Session 4 as a model.

Children write drafts for their leaflets and swap with a partner to check each other’s work. They then use the draft to create a leaflet with illustrations, which can be done by hand or with publishing software.

Using a private wiki, the children draft their leaflets in pairs and peer-assess each other’s texts. They can also add images to illustrate their work.
### Throughout the week

- Children work to finish their leaflets.

### Main follow-up activities

- Children create a display with their leaflets. The leaflets can be sent to the destination secondary schools where children there can give them 'two stars and a wish'.

### ICT follow-up activities

- Children can choose to make their final leaflets with a desktop publishing package or using an online application to make an interactive glog. This would incorporate their texts and images as well as video clips and sound files if they like. The leaflets or glogs could then be published on the class blog and shared with a partner school.

### Learning outcomes

**Children:**
- work in a group to organise and create a leaflet about their town in the past
- consolidate new and known language
- construct a short presentation that contains descriptions

### National Curriculum links

**Primary Framework for Literacy**

- **Strand 2** Listening and responding; Y6 Analyse and evaluate how speakers present points effectively through use of language and gesture.
- **Strand 9** Creating and shaping texts; Progression Y6/7 Independently write and present a text with the reader and purpose in mind.
- **Strand 11** Sentence structure and punctuation; Y5 Adapt sentence construction to different text types, purposes and readers.

**ICT**

- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).
- 4a Review what they and others have done to help them develop their ideas.

### Teaching tips

- Grammar point: although the uses of *il y avait* and *c'était* have been modelled and practised, it will be helpful to remind children that *il y a* (there is/are) and *il y avait* (there are/were) are fixed phrases. *C'est/C'était* are used to make a general statement about something, eg *C'est super!/C'était horrible!*

### Resources

- Copies of an email or letter from a school in a French-speaking country
- Presentation/publishing software
- Writing frames and word banks for support

### ICT resources

- Access to a search engine
- Access to a class wiki
- Access to a class blog
- Desktop publishing package
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### End of unit activities

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| • To apply the knowledge, skills and understanding from this unit | • Give children the opportunity to present their leaflets to one another in groups or pairs and to evaluate each other’s work, using 'two stars and a wish'. Children could share their evaluations with the class and the leaflets could be used to create a class display or sent to a partner school | • Listen attentively to a spoken passage  
• Make a short presentation, either from memory or by reading aloud from the text | • Children's presentations can be filmed (and subsequently stored in children's personal space on a learning platform) as evidence of achievement in speaking and reading  
• Follow-up: repeat the presentations for parents or governors and invite teachers from linked secondary schools  
• Link with literacy work: this activity links to work on analysing and evaluating how speakers present points effectively through the use of language (Y6) |
### Unit 23 At the theme park/Au parc d’attractions

**Overview**

- **Session 1:** Theme park rides and prices
- **Session 2:** Creating a theme park
- **Session 3:** Visiting a theme park
- **Session 4:** A ride on the ghost train
- **Session 5:** What did you see and hear?
- **Session 6:** Writing about a visit to a theme park
About this unit
In this unit children ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers up to 100. They take part in simple role plays and use dictionaries to explore vocabulary. They create a short text to describe a visit to a theme park, and say what they thought about the rides.

Prior learning
It is helpful if children already know:
- parce que
- il y a.../il y avait...
- était
- c'était...
- numbers 50 to 100 in multiples of 10
- simple prices in euros
- c'est combien?

New language content
- Making statements about a visit to a theme park, referring to the past
- Expressing an opinion about what a theme park ride was like
- Using adjectives to add interest and detail to a description
- Perfect tense with être: aller (je suis allé (m), je suis allée (f))
- Perfect tense with avoir: prendre (j'ai pris); voir (j'ai vu); entendre (j'ai entendu)
- Phonic focus: revision of u

Where this unit fits in
This unit provides opportunities for children to revise and practise numbers up to 100 in a new context (see Units 9 and 22). They consolidate and extend their use of the perfect tense (see Units 13, 19 and 21) and the imperfect tense (see Units 17 and 22).

End of unit activity
Children produce an account of a visit to a theme park, in the form of a postcard, diary entry, email or multimedia presentation. They present this to the rest of the class. They could also combine all the activities in the unit to produce an advertising leaflet for a theme park, with an illustrated labelled map, lists of prices and restrictions, and visitors’ comments about their experience.

Expectations
At the end of this unit
Most children will: use numbers up to 100 confidently; understand a short written text referring to the past; communicate with a partner, asking and answering simple questions; write a short text referring to the past using structures learnt in the unit.

Some children will not have made so much progress and will:
- respond with single words, short phrases or gestures to questions about rides at a theme park; know some multiples of 10 up to 100; use single words or short phrases to label pictures of theme park rides.

Some children will have progressed further and will:
- use short sentences for asking and answering questions, using mainly memorised language; use higher numbers with increasing flexibility; research new vocabulary from a dictionary and apply it accurately; create short sentences referring to the past, writing some words and phrases from memory.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O6.1</th>
<th>O6.2</th>
<th>O6.3</th>
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Back Next Contents Unit 23 Overview Unit 23 Session: 1 2 3 4 5 6 Print Quit
National Curriculum links

Primary Framework for Literacy

Strand 1 Speaking; Y4 Offer reasons and evidence for their views, considering alternative opinions.

Strand 2 Listening and responding; Y4 Compare the different contributions of music, words and images in short extracts from TV programmes.

Strand 3 Group discussion and interaction; Y5 Plan and manage a group task over time using different levels of planning; Y6 Understand and use a variety of ways to criticise constructively and respond to criticism.

Strand 4 Drama; Y5 Use and recognise the impact of theatrical effects in drama.

Strand 7 Understanding and interpreting texts; Y3 Explore how different texts appeal to readers using varied sentence structures and descriptive language; Y4 Use knowledge of word structures and origins to develop their understanding of word meanings; explain how writers use figurative and expressive language to create images and atmosphere; Y6 Appraise a text quickly, deciding on its value, quality or usefulness; understand how writers use different structures to create coherence and impact.

Strand 9 Creating and shaping texts; Y6 Integrate words, images and sounds imaginatively for different purposes.

Strand 12 Presentation; Y5 Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes Primary Framework for Mathematics

Strand 1 Using and applying mathematics; Y5 Explore patterns, properties and relationships and propose a general statement involving numbers or shapes, identify examples for which the statement is true or false.

Geography

3f Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world (eg comparing a village with a part of a city in the same country).

PSHE

1a Talk and write about their opinions, and explain their views on issues that affect themselves and society.

ICT

1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

Resources

- Images of theme parks in France or a French-speaking country for a presentation
- Price list for theme park rides, in euros
- Mini-whiteboards
- Planning sheet for creating an imaginary theme park
- Online access to the website of a French theme park
- Presentation about a visit that you have made to a theme park
- Dictionaries
- Extracts of atmospheric music, eg Danse macabre (Saint-Saëns), In the Hall of the Mountain King (Grieg)
- Picture cards for Pelmanism
- Sentence strips (see Session 5)
- Word bank for writing about a visit to a theme park

ICT resources

- Access to an internet search engine
- Self-authoring package
- Presentation software
- Microphone
- Sound editing software
- Access to a class wiki
- Access to a class blog
Framework objectives

O6.1 Understand the main points and simple opinions in a spoken story, song or passage.

KAL Recognise patterns in the foreign language.

Support
In the fourth activity, support less confident children with differentiated number sequences.

Extension
In the fourth activity, give more confident children a differentiated set of number sequences.

More confident children can investigate the exchange rate and write the prices in sterling as well as euros.

Prior knowledge
It is helpful if children already know numbers 50 to 100 in multiples of 10, simple prices in euros, and c’est combien?

Main activities

Display some images of theme parks (les parcs d’attractions) to set the scene. If possible, include some images of theme parks from French-speaking countries.

Introduce a number of rides, such as le grand huit (the rollercoaster), le carrousel (the merry-go-round), le train fantôme (the ghost train) and la grande roue (the big wheel). Model the names of the rides for children to repeat, using a variety of different voices, eg loud and soft, happy and sad. You may like to set the words to a rhythm using body percussion. Ask children to suggest actions to represent each ride and use these to reinforce the vocabulary.

Revise numbers 50 to 100 in multiples of 10 by playing Strip Lotto (see Unit 9, Sessions 3 and 4 for more ideas).

Show some number sequences with regular patterns, eg vingt-sept (27), trente-six (36), quarante-cinq (45), from the nine times table, or show a sequence of square numbers. Continue the sequences as a whole class, then ask children to do so in French, either in pairs or individually.

Display a price list of theme park rides in euros. You may want to add some images. Ask children about the prices, eg le carrousel, c’est combien? Point to the different rides and children practise asking how much they are.

Children work in pairs, with a mini-whiteboard each. Each child creates his or her own price list for the same theme park rides, and they take it in turns to ask each other how much their rides cost. They record their answers. By the end of the activity, each child should have two sets of prices that they then compare with their partner’s lists.

ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

Create a slideshow of images of different rides. Using a microphone and sound editing software, record a voiceover, then change the pitch to morph your voice for each of the images so it sounds higher or deeper than usual.

Display a 1 to 100 grid on the interactive whiteboard and circle numbers in sequence using the pen tool. Ask children to guess the next number to be circled.

Display French theme park websites on the interactive whiteboard, eg:
www.disneylandparis.com
www.parcasterix.fr
www.futuroscope.com
Find out the entry fee or the price of individual rides.
### Main activities (continued)

Remind children that, for safety reasons, some rides have height and age restrictions. Show them the sentences *Il faut mesurer 1m 30 (un mètre trente)* (You must be 1m 30 tall) and *Il faut avoir sept ans* (You must be seven years old). Can they work out the meanings? You may want to display these in the style of a warning sign, as extra support.

Display the names of six rides with prices plus height and age restrictions. Ask children to number 1 to 6 on their whiteboards. Read a description of the prices and requirements for one of the rides (see ‘Teaching tips’). Children listen carefully, identify the ride, and write the name of the ride next to number 1 on their boards. Repeat with the other rides.

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Using a microphone and sound editing software, record descriptions of different rides including information about price, height and age restrictions. Import the mp3 file into a self-authoring package and create a listening activity where children match the description of a ride with its name.

### Throughout the week

Play Strip Lotto and use French in mathematics warm-ups.

Give children the opportunity to identify rides by displaying and reading aloud the height and age restrictions of different rides.

### Main follow-up activities

Children work in groups to produce illustrated pictures of the rides with prices, age and height restrictions. They can add to this as the unit progresses, making it into a large illustrated map with details and opinions as if they were visitors’ feedback comments.

### ICT follow-up activities

Using an online application, children create an interactive graphics blog advertising different rides at an imaginary theme park. This should include information about price, height and age restrictions for each ride.
Learning outcomes

Children:
• understand and say numbers 50 to 100
• ask the price of a theme park ride
• understand and say a price in euros

Teaching tips

• Information about theme parks in France can be found by entering 'parcs d’attractions' in a French search engine
• In addition to le carrousel you might find the term un manège (a merry-go-round)
• Suggested script for the eighth activity
  Une entrée, ça fait six euros cinquante. Il faut mesurer 1m 40 et il faut avoir neuf ans. (One ticket is 6 euros 50. You must be 1m 40 tall and must be nine years old)

National Curriculum links

Primary Framework for Mathematics
Strand 1 Using and applying mathematics; Y5 Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false.

ICT
1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

Resources

• Images of theme parks in France or a French-speaking country for a presentation
• Strips of paper for Strip Lotto
• Price list for theme park rides, in euros
• Mini-whiteboards

ICT resources

• Access to an internet search engine
• Self-authoring package
• Presentation software
• Microphone
• Sound editing software
During this lesson we’re going to talk about theme parks.

- les attractions (f) the (theme park) rides
- le grand huit the rollercoaster
- le carrousel the merry-go-round
- le train fantôme the ghost train
- la grande roue the big wheel

30 thirty, thirty-one, thirty-two, thirty-three, etc
40 forty
50 fifty
60 sixty
70 seventy, seventy-one, seventy-two, seventy-three, seventy-four, seventy-five, seventy-six, seventy-seven, seventy-eight, seventy-nine
80 eighty, eighty-one, eighty-two, eighty-three, etc
90 ninety, ninety-one, ninety-two, ninety-three, etc
100 one hundred

You are going to create price lists.

- Il faut mesurer 1m 30. Il faut avoir sept ans
  - You must be 1m 30 tall. You must be seven years old
- Une entrée, ça fait six euros cinquante. Il faut mesurer 1m 40 et il faut avoir neuf ans
  - One ticket is 6 euros 50. You must be 1m 40 tall and must be nine years old

How much is the merry-go-round?

- Le carrousel, c’est combien?
  - How much is the merry-go-round?
- Vous allez créer une fiche de tarifs
  - You are going to create price lists
### Unit 23 Overview

**Session 2**

**Creating a theme park**

1 of 4

### Framework objectives

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>O6.2</td>
<td>Perform to an audience.</td>
</tr>
<tr>
<td>L6.1</td>
<td>Read and understand the main points and some detail from a short written passage.</td>
</tr>
<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
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<tr>
<td>KAL</td>
<td>Use knowledge of word and text conventions to build sentences and short texts.</td>
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<tr>
<td>LLS</td>
<td>Analyse what needs to be done in order to carry out a task.</td>
</tr>
</tbody>
</table>

### Main activities

**ICT opportunities**

(levels of difficulty 1 = easier, 3 = more complex)

Play Number Ping-Pong to revise numbers. ‘Bat’ a number to the class and they ‘bat’ the next number in the sequence back to you. This could be made more difficult by asking children to: add two/three/four, etc to the number (*plus deux/trois/quatre*); give you the preceding number; or subtract two/three/four, etc from the number (*moins deux/trois/quatre*).

On the board, show children a script for a simple role play for buying tickets, eg:

**Une entrée pour le carrousel, s'il vous plaît.**

**Oui, ça fait dix euros.**

(One ticket for the merry-go-round, please. Yes, that’s 10 euros.)

Model the role play. Ask children to practise in pairs, then encourage them to improvise by changing the name of the ride, the cost and the number of tickets.

Display a photo of someone selling tickets in a ticket office at an amusement park as a background on the interactive whiteboard or using presentation software. Add a clipart character with a transparent background so it looks like part of the scene. Insert speech bubbles containing the different phrases of the role play and change the font colour of the name of the ride, the cost and the number of tickets. Ask the children to practise the dialogue in pairs replacing the highlighted words with alternative options. When they have thoroughly rehearsed their dialogues, they can record their performance using a microphone and sound editing software and play them back to the class for peer review.

**Explain that children are going to create their own theme park in groups and that they will need to consider a number of factors. Show them a planning sheet with the following questions:**

**Quelles attractions?** (Which rides?)

**Combien pour une entrée?** (How much is a ticket?)

**Combien pour une famille?** (How much is it for a family?)

**Taille minimum?** (Minimum height?)

**Age minimum?** (Minimum age?)

### Support

Less confident children may benefit from word banks.

### Extension

More confident children can include extra rides or descriptions in their finished map.

Encourage more confident children to think logically about the numbers of rides and other services they will be providing at their theme park.

### Prior knowledge

It is helpful if children already have some idea of the facilities at a theme park.
### Main activities (continued)

Extension: add further questions, eg:
- *Horaires?* (Opening times?)
- *Combien de cafés et de restaurants?* (How many cafés and restaurants?)

Go through the questions and model how you would answer them. Explain that children will need to work together in their groups to complete the planning sheet. Discuss briefly as a class what they will need to know and do, in order to complete the task effectively. Display the names of the rides for reference. Groups complete their planning sheets and feed back to the class.

To help children choose names for their theme parks, show them some visuals of popular characters (both French and international), eg *Tintin, Astérix, Obélix, le Petit Prince, Harry Potter*. You may want to show the website for *le Parc Astérix* at this point:

www.parcasterix.fr

Extension: children may also want to choose names for the different rides according to the theme they have chosen.

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

Using a private wiki, children work together to produce their planning sheet. They can then display this on the interactive whiteboard and a spokesperson can explain what decisions they have come to through their collaboration.

### Throughout the week

#### Main follow-up activities

- Children practise role plays in which they buy tickets.
- Groups present their theme parks to the rest of the class.
- Allow children time to create a map of their theme park, with labels and information in French. The 'Main follow-up activities' from Session 1 could be included here.

#### ICT follow-up activities

- Using presentation software, children create their map using different drawing tools and annotate it with text boxes and arrows. They then save their slide as an image and import it into the graphics blog (glog) they made in Session 1.
## Learning outcomes

**Children:**
- take part in a short role play
- provide written information using a simple planning sheet

## Teaching tips

- Encourage children to plan their theme park logically, with suitable rides, prices and facilities. They may need some support from examples to get them started

## National Curriculum links

### Primary Framework for Literacy

- **Strand 3**
  - Group discussion and interaction; Y5 Plan and manage a group task over time using different levels of planning.

### ICT

- **2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- **3a** Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- **4a** Review what they and others have done to help them develop their ideas.
- **4c** Talk about how they could improve future work.

## Resources

- Script for a simple role play for buying tickets
- Planning sheet for creating an imaginary theme park

### ICT resources

- Access to an internet search engine
- Presentation software
- Access to a class wiki
- Microphone
- Sound editing software
Le langage du prof

<table>
<thead>
<tr>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
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<tr>
<td>soixante-dix-sept, soixante-dix-huit,</td>
<td>soixante-seize, soixante-dix-sept,</td>
</tr>
<tr>
<td>soixante-dix-neuf</td>
<td>soixante-dix-huit, soixante-dix-neuf</td>
</tr>
<tr>
<td>80 quatre-vingt, quatre-vingt-un,</td>
<td>80 quatre-vingt, quatre-vingt-un,</td>
</tr>
<tr>
<td>quatre-vingt-deux, quatre-vingt-trois,</td>
<td>quatre-vingt-trois, etc</td>
</tr>
<tr>
<td>quatre-vingt-dix, quatre-vingt-onze,</td>
<td></td>
</tr>
<tr>
<td>quatre-vingt-douze, quatre-vingt-treize,</td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
</tr>
<tr>
<td>100 cent</td>
<td>100 cent</td>
</tr>
</tbody>
</table>

Une entrée pour le carrousel, s’il vous plaît

Oui, ça fait dix euros

En groupes, vous allez créer les parcs d’attractions mais vous devez considérer quelques questions

Quelles attractions?
Combien pour une entrée?
Combien pour une famille?
Taille minimum?
Age minimum?
Horaires?
Combien de cafés et de restaurants?

Quelles attractions?
Combien pour une entrée?
Combien pour une famille?
Taille minimum?
Age minimum?
Horaires?
Combien de cafés et de restaurants?
### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.3</td>
<td>Understand longer and more complex phrases or sentences.</td>
</tr>
<tr>
<td>O6.4</td>
<td>Use spoken language confidently to initiate and sustain conversations and to tell stories.</td>
</tr>
<tr>
<td>IU6.3</td>
<td>Present information about an aspect of culture.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of word and text conventions to build sentences and short texts.</td>
</tr>
</tbody>
</table>

### Main activities

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver a short presentation about a visit that you have made to a theme park (see 'Teaching tips' for a suggested script).</td>
</tr>
<tr>
<td>Repeat the presentation, emphasising <em>je suis allé(e)</em>... and <em>il y avait</em>... Explain that <em>je suis allé(e)</em> means 'I went'. Discuss the difference between <em>il y a</em>... and <em>il y avait</em>... (introduced in Unit 22, Session 3).</td>
</tr>
<tr>
<td>Having established that the presentation refers to the past, play a memory game. Practise with the whole class the phrase <em>je suis allé(e)</em> au parc d'attractions et <em>il y avait</em>... Then ask children to work in groups of four. The first child in the group adds one ride to complete the sentence, eg <em>je suis allé(e)</em> au parc d'attractions et <em>il y avait un carrousel</em>. The second child repeats the whole sentence and adds another ride using <em>et</em>, eg <em>je suis allé(e)</em> au parc d'attractions et <em>il y avait un carrousel</em> et un train fantôme (I went to the theme park and there was a merry-go-round and a ghost train). The third child adds yet another ride and so on.</td>
</tr>
<tr>
<td>Model how to express preference using the imperfect tense, eg <em>Mon attraction préférée était la grande roue</em> (My favourite theme park ride was the big wheel). Give children a few minutes in pairs to practise talking about their favourite ride using the imperfect tense.</td>
</tr>
<tr>
<td>Write a selection of adjectives on the board, eg <em>fantastique, terrifiant, passionnant, rapide, sensationnel, génial, marrant</em> (fantastic, frightening, exciting, fast, amazing, great, funny). Elicit from children strategies that they could use to help them pronounce these words, eg thinking of other familiar words with the same endings, recognising known graphemes and syllabification. Ask children to read the words and say them aloud.</td>
</tr>
</tbody>
</table>

### Extension

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the fifth activity, encourage more confident children to use a variety of adjectives encountered in previous units, or to look up additional ones.</td>
</tr>
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</tr>
<tr>
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<tr>
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</tr>
</tbody>
</table>

### Prior knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is helpful if children already know <em>parce que</em>, <em>c'était...</em>, <em>il y a</em>... and <em>il y avait</em>...</td>
</tr>
</tbody>
</table>

### ICT opportunities

<table>
<thead>
<tr>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using presentation software, show the children the text and highlight the phrases in the past by changing the font colour.</td>
</tr>
<tr>
<td>Using a microphone and sound editing software, record the children's feedback and play it to the class for further discussion.</td>
</tr>
<tr>
<td>Using presentation software, children choose an appropriate font to express different adjectives. They can also add appropriate clipart to reinforce meaning.</td>
</tr>
</tbody>
</table>
### Unit 23 Overview
**At the theme park**

### Session 3
**Visiting a theme park**

#### Main activities (continued)

- Model how to give a reason for your choice of ride, using *parce que*, e.g. *Mon attraction préférée était le grand huit parce que c'était rapide et terrifiant!* (My favourite theme park ride was the rollercoaster, because it was fast and frightening!)

- Give children thinking time with a partner to come up with a sentence about their favourite ride. Ask a number of children to share their sentence with the class.

- Visit a French theme park online. It may be easier to take screenshots before the lesson. As a class, discuss what children notice about the park and compare this with theme parks the children know about. If they were to visit the park, what would they like to do or see?

#### ICT opportunities (continued)

- Create text cards containing preference phrases and reason phrases starting with *parce que*. Show the children picture prompts and ask them to drag cards from a selection at the bottom of the screen to make the required sentence.

#### Throughout the week

- Each day, display a few unfamiliar words on the board, containing some of the graphemes that children have come across before. Encourage them to use strategies to attempt to read the words aloud.

#### Main follow-up activities

- Children investigate other theme parks in France and report back to the class.

- If possible, allow children time to look at leaflets of tourist attractions in France.

#### ICT follow-up activities

- If you have a social networking and microblogging account, you can ask your followers if they have been to an amusement park and, if so, what their favourite rides were and why. The children could then see if the examples mentioned had their own website so they could find out more about them.
Learning outcomes

Children:
- express a preference using *c'était*
- build compound sentences using *parce que*
- devise strategies for learning new vocabulary
- compare aspects of entertainment in England and France or a French-speaking country

Teaching tips

- Suggested script for a presentation about a theme park:
  *Le weekend dernier, je suis allé(e) au parc d’attractions. C'était fantastique! Voici le grand huit. C'était super et très rapide! Il y avait aussi un train fantôme. C'était terrifiant! Mon attraction préférée était la grande roue* (Last weekend, I went to the theme park. It was fantastic! Here is the rollercoaster. It was super and very fast! There was also a ghost train. It was frightening! My favourite ride was the big wheel)

- Grammar point: note that in common with other verbs conjugated with *être* in the perfect tense, the past participle of *aller* has a feminine agreement when appropriate. Thus *je suis allé* (m) but *je suis allée* (f). The pronunciation remains unchanged, however. In this unit, only the structure *je suis allé(e)* is used. However, for those teachers wishing to extend their knowledge, please see the table below:

<table>
<thead>
<tr>
<th>subject pronoun</th>
<th>être</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>je</td>
<td>suis</td>
<td>allé(e)</td>
</tr>
<tr>
<td>tu</td>
<td>es</td>
<td>allé(e)</td>
</tr>
<tr>
<td>il/elle</td>
<td>est</td>
<td>allé(e)</td>
</tr>
</tbody>
</table>

- Grammar point: it is not necessary at this stage to use the term 'imperfect tense' with children (unless you think it is appropriate for your class). For more information on the imperfect tense, see Unit 22, Session 3

National Curriculum links

**Primary Framework for Mathematics**

- **Strand 1** Speaking; Y4 Offer reasons and evidence for their views, considering alternative opinions.
- **Strand 7** Understanding and interpreting texts; Y4 Use knowledge of word structures and origins to develop their understanding of word meanings.

**Geography**

- **3f** Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world (eg comparing a village with a part of a city in the same country).

**PSHE**

- **1a** Talk and write about their opinions, and explain their views on issues that affect themselves and society.

**ICT**

- **2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- **3a** Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
- **4a** Review what they and others have done to help them develop their ideas.
- **4c** Talk about how they could improve future work.

**Resources**

- Online access to the website of a French theme park
- Presentation about a visit that you have made to a theme park
- Dictionaries
- Presentation software
- Microphone
- Sound editing software
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>les attractions (f)</td>
<td>the (theme park) rides</td>
<td>les attractions (f)</td>
<td>the (theme park) rides</td>
</tr>
<tr>
<td>le grand huit</td>
<td>the rollercoaster</td>
<td>le grand huit</td>
<td>the rollercoaster</td>
</tr>
<tr>
<td>le carrousel</td>
<td>the merry-go-round</td>
<td>le carrousel</td>
<td>the merry-go-round</td>
</tr>
<tr>
<td>le train fantôme</td>
<td>the ghost train</td>
<td>le train fantôme</td>
<td>the ghost train</td>
</tr>
<tr>
<td>la grande roue</td>
<td>the big wheel</td>
<td>la grande roue</td>
<td>the big wheel</td>
</tr>
</tbody>
</table>

Je suis allé(e) au parc d'attractions et il y avait un carrousel et un train fantôme
Mon attraction préférée était la grande roue

fantastique
terrifiant
passionnant
rapide
sensationnel
génial
marrant

Mon attraction préférée était le grand huit parce que c'était rapide et terrifiant!

fantastic
frightening
exciting
fast
amazing
great
funny

My favourite theme park ride was the rollercoaster because it was fast and frightening!

My favourite theme park ride was the rollercoaster because it was fast and frightening!
### Framework objectives

| O6.3 | Understand longer and more complex phrases or sentences. |
| LLS | Listen for clues to meaning, e.g. tone of voice, key words. |
| LLS | Use a dictionary. |

### Support

Less confident children may benefit from an illustrated word bank.

### Extension

More confident children can find additional vocabulary in the dictionary.

### Prior knowledge

It is helpful if children already understand what is involved in a ghost train ride.

### Main activities

**Session 4**

**A ride on the ghost train**

1 of 3

Explain to children that the focus for this session is a ride on the ghost train. Give pairs of children a bilingual dictionary and ask them to find the French word for five things they might encounter on a ghost train. Ask for feedback and list some of the words on the board.

Hopefully, children will have found the names for some of the following: *un squelette* (skeleton), *un hibou* (owl), *un loup* (wolf), *une porte* (door), *des chaînes* (chains), *des rats* (rats). Try to list items that you can both see and hear, as these will form the basis for a game in Session 5.

**ICT opportunities**

(levels of difficulty 1 = easier, 3 = more complex)

- Using an online dictionary, children can research their words and paste them into a private wiki so they can compare and contrast what they have found.
- Ask the children to put on the wiki all the items that can be both seen and heard.
- Practise the new vocabulary through pictures and mime.
- Using a self-authoring package, create a cycle of activities practising the new vocabulary.
- Using a microphone and sound editing software, children record their own atmospheric sound effects for the ghost train.

After the imaginary ride, ask children in pairs to tell each other in French the names of what they saw and heard.

Play Morpion (Noughts and Crosses) to reinforce the new vocabulary.

**Explain to children that the class will be going on an imaginary ghost train ride and ask volunteers to create some sound effects. You may prefer to have downloaded a selection from the internet or to use sound resources from interactive whiteboard software. Ask the class to close their eyes as the sound effects begin and the ghost train ride starts. Set the scene and take children on the imaginary ride. See ‘Teaching tips’ for a suggested text; alternatively, you may prefer to create your own.**

After the imaginary ride, ask children in pairs to tell each other in French the names of what they saw and heard.

Play Morpion (Noughts and Crosses) to reinforce the new vocabulary.
### Learning outcomes

**Children:**
- use a dictionary to find new words
- listen attentively, understand and discuss key information in a short text

### Teaching tips

- **Suggested text for the fourth activity:**
  
  It's dark. One, two, three, the ghost train is starting to move off. Sshh. What's that?
  Is it an owl or a rat? It's terrifying! Listen! What's that? Is it a wolf? Yes it's a big wolf. It's coming! Sshh. And now? What's that?

- Be sensitive to the fact that some parents may feel negatively about some aspects of this session, eg those aspects seen as promoting the occult

### National Curriculum links

**Primary Framework for Literacy**

- **Strand 2**  Word structure and spelling; Y5 Group and classify words according to their spelling patterns and their meanings.
- **Strand 4**  Drama; Y5 Use and recognise the impact of theatrical effects in drama.
- **Strand 7**  Understanding and interpreting texts; Y4 Explain how writers use figurative and expressive language to create images and atmosphere.

**ICT**

- **2a**  Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- **3a**  Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

### Resources

- French dictionaries
- Sound effects for the imaginary ghost train ride
- Illustrated word banks for support

**ICT resources**

- Access to an internet search engine
- Access to a class wiki
- Self-authoring package
- Presentation software
- Microphone
- Sound editing software
### Le langage du prof

_Pendant cette leçon, nous allons prendre le train fantôme. Bienvenue à bord!_

- un squelette
- un hibou
- un loup
- une porte
- des chaînes
- des rats

_Qu’est-ce que vous pouvez entendre? Racontez à votre camarade ce que vous avez entendu_

Description of imaginary ghost train ride (see ‘Teaching tips’)

### Teacher’s language

_During this lesson we are going to ride the ghost train. Welcome aboard!_

- a skeleton
- an owl
- a wolf
- a door
- chains
- rats

### Le langage des enfants

- un squelette
- un hibou
- un loup
- une porte
- des chaînes
- des rats

### Children’s language

- a skeleton
- an owl
- a wolf
- a door
- chains
- rats
### Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.1</td>
<td>Understand the main points and simple opinions in a spoken story or passage.</td>
</tr>
<tr>
<td>L6.3</td>
<td>Match sound to sentences and paragraphs.</td>
</tr>
<tr>
<td>LLS</td>
<td>Listen for clues to meaning, eg tone of voice, key words.</td>
</tr>
</tbody>
</table>

### Support

Support less confident children with an illustrated word bank.

In the final activity, less confident children could refer to pictures showing the visit to the theme park to help with the ordering of sentences.

### Extension

More confident children could extend their sentences in the fifth activity by using the extra items they have looked up previously, or by adding a connective or adjective.

### Prior knowledge

It is helpful if children already used the past (perfect) tense.

### Main activities

- Play an extract of music that will create a ‘ghost train’ atmosphere to help children recall vocabulary from the previous section, eg *Danse macabre* (Saint-Saëns) or In the Hall of the Mountain King (Grieg).
- Teach the sentence *J'ai pris le train fantôme* (I went for a ride on the ghost train). Introduce the phrases *J'ai entendu* (I heard) and *J'ai vu* (I saw), and model some sentences, eg *J'ai vu un fantôme*. Take this opportunity to revise the *u* phoneme.
- Put a selection of pictures on the board and letter them. Say a number of sentences using either *J'ai vu* or *J'ai entendu*. Using mini-whiteboards, children write down the appropriate letter and, if possible, draw a symbol to show understanding of *vu* and *entendu*, eg a simple eye and ear shape.

### ICT opportunities

#### (levels of difficulty 1 = easier, 3 = more complex)

- Using presentation software, display pieces of clipart demonstrating examples of the phrases *J'ai pris...* and *J'ai entendu...*
- Using self-authoring software, create a cycle of activities for the children to practise the different phrase in the perfect tense.
### Unit 23 Overview
**Au parc d'attractions**

#### Session 5
What did you see and hear?

<table>
<thead>
<tr>
<th>Throughout the week</th>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Pelmanism during the week to practise the two sentence structures.</td>
<td>Children add to their wall map of the theme park, giving more details about the ghost train ride.</td>
<td>Children add narration to the animation prepared last lesson, using phrases in the perfect tense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using a microphone and sound editing software, children can record perfect tense phrases and incorporate the sound effects they have already created. They can also add effects to the recording, such as echo or a lower pitch to make it sound more 'spooky'. They can add this audio file to their glog.</td>
</tr>
</tbody>
</table>

### Learning outcomes
**Children:**
- listen to and understand the main points and some detail from a short spoken passage
- reconstitute a paragraph using text cards
- read a paragraph aloud with confidence, enjoyment and expression

### Teaching tips
- **Suggested script for the final activity:**
  
  *Le weekend dernier, je suis allé(e) au parc d'attractions. C'était fantastique! Il y avait un grand huit. C'était super et très rapide! Il y avait aussi un carrousel. C'était génial! J'ai pris le train fantôme. C'était terrifiant! J'ai vu un squelette et j'ai entendu un loup*

  (Last weekend, I went to the theme park. It was fantastic! There was a rollercoaster. It was super and very fast! There was also a merry-go-round. It was great! I had a ride on the ghost train. It was terrifying! I saw a skeleton and I heard a wolf)

### National Curriculum links
**Primary Framework for Literacy**
**Strand 7** Understanding and interpreting texts; Y3 Explore how different texts appeal to readers using varied sentence structures and descriptive language.

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

### Resources
**Primary Framework for Literacy**
- Extracts of atmospheric music, eg *Danse macabre* (Saint-Saëns), *In the Hall of the Mountain King* (Grieg)
- Picture cards for Pelmanism
- Sentence strips
- Mini-whiteboards

**ICT resources**
- Access to an internet search engine
- Self-authoring package
- Presentation software
- Microphone
- Sound editing software
### Le langage du prof

<table>
<thead>
<tr>
<th>French Word</th>
<th>Teacher's Language</th>
<th>French Word</th>
<th>Children's Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>J'ai pris le train fantôme</td>
<td>I went for a ride on the ghost train</td>
<td>J'ai pris le train fantôme</td>
<td>I went for a ride on the ghost train</td>
</tr>
<tr>
<td>un squelette</td>
<td>a skeleton</td>
<td>un squelette</td>
<td>a skeleton</td>
</tr>
<tr>
<td>un hibou</td>
<td>an owl</td>
<td>un hibou</td>
<td>an owl</td>
</tr>
<tr>
<td>un loup</td>
<td>a wolf</td>
<td>un loup</td>
<td>a wolf</td>
</tr>
<tr>
<td>une porte</td>
<td>a door</td>
<td>une porte</td>
<td>a door</td>
</tr>
<tr>
<td>des chaînes</td>
<td>chains</td>
<td>des chaînes</td>
<td>chains</td>
</tr>
<tr>
<td>des rats</td>
<td>rats</td>
<td>des rats</td>
<td>rats</td>
</tr>
</tbody>
</table>

### Le langage des enfants

<table>
<thead>
<tr>
<th>French Word</th>
<th>Teacher's Language</th>
<th>Children's Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>J'ai entendu...</td>
<td>I heard...</td>
<td>I heard...</td>
</tr>
<tr>
<td>J'ai vu...</td>
<td>I saw...</td>
<td>I saw...</td>
</tr>
</tbody>
</table>

*Si je dis 'j'ai vu', vous devez dessiner un œil. Si je dis 'j'ai entendu', vous devez dessiner une oreille. Et puis, vous devez écrire la bonne lettre.*

Description of a visit to a theme park (see ‘Teaching tips’).
### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6.1</td>
<td>Read and understand the main points and some detail from a short written passage.</td>
</tr>
<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
</tr>
<tr>
<td>LLS</td>
<td>Plan and prepare – analyse what needs to be done in order to carry out a task.</td>
</tr>
<tr>
<td>LLS</td>
<td>Evaluate work.</td>
</tr>
</tbody>
</table>

#### Support

Support less confident children with a word bank, gapped text or writing frame.

#### Extension

Encourage more confident children to include language they have learnt from previous units in their text.

#### Prior knowledge

It is helpful if children already know the conventions for writing postcards, emails, diary entries, etc.

### Main activities

- **On the board,** display the text from the previous session and ask volunteers to underline or highlight in red all the words and phrases showing that the text refers to the past, eg *Le weekend dernier, je suis allé(e)… il y avait… c’était…*  
  - Remove the text from the board and tell children that you are going to model writing a postcard about your visit to a theme park. Begin the postcard by writing *Le weekend dernier, je suis allé(e) au parc d’attractions.* As you are writing, share your thoughts about the words you are choosing. For example, having written *Le weekend dernier,* you could say ‘I need to use *je suis allée* because *dernier* means last, so it refers to the past. I have added an -e to *allée* because I am a woman.’ Continue with the rest of the text, and encourage children to help you select words and phrases.
  - Remove the text from the board and give pairs of children word banks from which they can select words and phrases to write their own postcards, emails, diary entries or multimedia presentations. In pairs, children show their postcard to another pair, who comment on what they think is good and suggest ideas for improvement.

### ICT opportunities

**(levels of difficulty 1 = easier, 3 = more complex)**

- Children use a private wiki to draft their postcard texts so they can peer assess each other’s work and offer advice on how it could be improved. Once completed they can paste the text into an electronic postcard or ecard and send it to each other or to children in a partner school.

### Throughout the week

- **Main follow-up activities**
  - Children add to their group’s illustrated map of a theme park, with descriptions of days out and opinions presented as visitors’ feedback.
  - The final map could be presented as a leaflet for the theme park, with the map, list of prices and restrictions, and feedback from visitors to encourage others to visit. This activity links to work on creating and shaping texts for different purposes from Y4 onwards.

- **ICT follow-up activities**
  - Children can create a multimedia presentation of the contents of their postcard using clipart, animations and sound effects. This can be added to their glogs and published on the class blog for other children to leave comments in French expressing their opinions.
# Unit 23 Overview

## Session 6

### Writing about a visit to a theme park

#### Learning outcomes

**Children:**
- identify phrases about the past
- develop a short text using a model

#### Teaching tips

- Encourage children to follow the basic structure from the model text before extending it with additional language. This will help more confident children to use a dictionary more effectively, adding to the original structure rather than trying to create a new structure.

### National Curriculum links

**Primary Framework for Literacy**

**Strand 3** Group discussion and interaction; Y6 Understand and use a variety of ways to criticise constructively and respond to criticism.

**Strand 9** Creating and shaping texts; Y6 Integrate words, images and sounds imaginatively for different purposes.

**Strand 12** Presentation; Y5 Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes.

**ICT**

2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

4a Review what they and others have done to help them develop their ideas.

4c Talk about how they could improve future work.

### Resources

- Word bank for writing about a visit to a theme park
- Writing frames or gapped texts for support

**ICT resources**

- Access to an internet search engine
- Access to a class wiki
- Access to a class blog
- Presentation software
- Microphone
- Sound editing software
## Unit 23 Overview

### Session 6

**Writing about a visit to a theme park**

### Schemes of work

**French KS2**

<table>
<thead>
<tr>
<th>Teacher's Language</th>
<th>Children's Language</th>
</tr>
</thead>
</table>
| **Soulignez les mots qui parlent de temps passé**
le weekend dernier  
je suis allé(e)...
il y avait...
c'était...
| **le weekend dernier**
| *last week*  
I went...  
there was...  
it was...  
| *last week*  
I went...  
there was...  
it was...  
|
| **Nous allons écrire une carte postale**
un parc d'attractions  
les attractions (f)  
le grand huit  
le carrousel  
le train fantôme  
la grande roue  
um squelette  
um hibou  
um loup  
des chaînes  
des rats  
| **un parc d’attractions**
**les attractions** (f)  
**le grand huit**  
**le carrousel**  
**le train fantôme**  
**la grande roue**  
**un squelette**  
**un hibou**  
**un loup**  
**des chaînes**  
**des rats**  
| *a theme park*  
the (theme park) rides  
the rollercoaster  
the merry-go-round  
the ghost train  
the big wheel  
a skeleton  
an owl  
a wolf  
a door  
chains  
rats  
| *a theme park*  
the (theme park) rides  
the rollercoaster  
the merry-go-round  
the ghost train  
the big wheel  
a skeleton  
an owl  
a wolf  
a door  
chains  
rats  
|
| **Mon attraction préférée était la grande roue parce que c’était rapide et terrifiant!**
| **Mon attraction préférée était la grande roue parce que c’était rapide et terrifiant!**
| *My favourite theme park ride was the big wheel because it was fast and frightening!*  
I had a ride on...  
I heard...  
I saw...  
fantastic  
super  
très rapide  
génial  
terrifiant  
| *My favourite theme park ride was the big wheel because it was fast and frightening!*  
I had a ride on...  
I heard...  
I saw...  
fantastic  
super  
très rapide  
génial  
terrifiant  
|
### End of unit activities

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| • To apply the knowledge, skills and understanding from this unit | • In pairs, children present to the class their work from the last section. Alternatively, they could film each other’s presentations, and then show these | • Make a presentation to an audience or in front of a camera | • Follow-up: children share their presentations at a whole-school assembly  
• Links with literacy: this activity links to integrating words, images and sounds imaginatively for different purposes when creating and shaping texts (Y6) |
Unit 24 What's in the news?/Quoi de neuf?

Overview

Session 1: News hounds
Session 2: News games
Session 3: In my opinion
Session 4: In the paper
Session 5: Ask me again
Session 6: Here I am!
In this final unit children celebrate and consolidate what they have learnt during Key Stage 2.

Prior learning
It is helpful if children already know:
- the contents and layout of a newspaper
- the days of the week
- times using the 24-hour clock
- how to ask for something to be repeated

New language content
- Making statements about sections in a newspaper
- Making statements about what’s on TV
- Expressing and justifying opinions using car as an alternative to parce que
- Phonic focus: revision of common phonemes; using knowledge of phoneme–grapheme correspondence to help pronounce new words

Where this unit fits in
This unit gives children the opportunity to draw on all the vocabulary and structures previously learnt within the context of preparing newspaper and TV reports.

End of unit activity
Groups perform their news reports and hand out copies of their newspaper pages for classmates to read later. Record the news reports for the class to watch later.

Children could work in groups to prepare a newspaper, which may be one sheet or several pages. They could use a template with columns. All children will be able to contribute as some sections, eg TV listings and weather reports, will present less of a challenge than interviews or news reports. Talented children may be able to retrieve language from previous units to describe a world event such as the rivers (e.g. Unit 20) or to write a review of a local café (e.g. Unit 23). The written form of the newspaper adds another dimension to the spoken news report, as children have the opportunity to work intensively using all four skills (listening, speaking, reading and writing).

Expectations

At the end of this unit
- Most children will: retrieve and understand information in a short text; express an opinion orally and in writing; justify their opinion; contribute to a news report.
- Some children will not have made so much progress and will: respond using short phrases or single words; remember some of the key vocabulary and phrases; copy short phrases with support.
- Some children will have progressed further and will: work independently some of the time to retrieve original material and use a dictionary unaided to assist with unknown vocabulary; show confident recall of known language and structures; speak and write French with some degree of grammatical accuracy.

Links to the Key Stage 2 Framework for Languages

<table>
<thead>
<tr>
<th>Session</th>
<th>O6.1</th>
<th>O6.2</th>
<th>O6.3</th>
<th>O6.4</th>
<th>L6.1</th>
<th>L6.2</th>
<th>L6.3</th>
<th>L6.4</th>
<th>IU6.1</th>
<th>IU6.2</th>
<th>IU6.3</th>
<th>KAL</th>
<th>LLS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
</tbody>
</table>
### National Curriculum links

**Primary Framework for Literacy**

**Strand 1** Speaking; Y3 Sustain conversation, explain or give reasons for their views or choices; Y4 Offer reasons and evidence for their views, considering alternative opinions.

**Strand 3** Group discussion and interaction; Y5 Plan and manage a group task over time using different levels of planning.

**Strand 7** Understanding and interpreting texts; Y3 Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen; Y5 Make notes on and use evidence from across a text to explain events or ideas.

**Strand 9** Creating and shaping texts; Y5 Reflect independently and critically on their own writing and edit and improve it.

**Strand 12** Presentation; Y6 Select from a wide range of ICT programs to present text effectively and communicate information and ideas.

### ICT

**1a** Talk about what information they need and how they can find and use it (eg searching the internet or a CD-ROM, using printed material, asking people).

**1c** Interpret information to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

**2a** Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).

### Resources

- Selection of newspapers and online sources of news in French
- Short photocopied newspaper article
- Word cards and picture or symbol cards for sections in the newspaper
- Counters for Bingo
- Pre-prepared Bingo cards for sections in a newspaper
- Text cards of positive and negative opinions
- Text cards for a Finish That Quote game
- Blank templates for recording survey results
- French TV page from a newspaper, magazine or online
- Set of newspaper headlines

- Short news article
- Highlighter pens
- Sets of cards for interview questions
- Blank cards for writing answers to interview questions
- Word banks
- Props for children’s news reports
- Photocopies of children’s newspaper pages for their news reports
- Photos or pictures to accompany children’s articles

### ICT resources

- Word processing software
- Access to the internet
- Access to a social bookmarking tool
- Access to an online survey tool
- Screen recording facility on the interactive whiteboard
- Drag and drop function on the interactive whiteboard
- Microphone/mp3 recorder
- Digital audio editor/recorder
- Self-authoring package for creating interactive exercises
- Multimedia presentation software
- Spreadsheet software
- Desktop publishing software
- Hangman software installed prior to session
- Access to a class blog
- Access to a class wiki
- Videoconferencing facilities
- Digital video camera
- Video editing software
- Access to a video-sharing site for uploading video podcasts
### Unit 24
**What’s in the new(s)**

#### Session 1
**News hounds**

#### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6.1</td>
<td>Read and understand the main points and some detail from a short written passage.</td>
</tr>
<tr>
<td>L6.2</td>
<td>Identify different text types and read short, authentic texts for enjoyment or information.</td>
</tr>
<tr>
<td>L6.3</td>
<td>Match sound to sentences and paragraphs.</td>
</tr>
<tr>
<td>IU6.1</td>
<td>Compare attitudes to aspects of daily life.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of word order and sentence construction to support the understanding of the written text.</td>
</tr>
<tr>
<td>LLS</td>
<td>Use context and previous knowledge to help understanding and reading skills.</td>
</tr>
<tr>
<td>LLS</td>
<td>Make predictions based on previous knowledge.</td>
</tr>
<tr>
<td>LLS</td>
<td>Use a dictionary.</td>
</tr>
</tbody>
</table>

#### Main activities

- **In English**, discuss with children the idea of news around the world. Ask them to reflect on whether the same topics are covered everywhere and what sections we would expect to find in a newspaper, such as sport, weather and current events.

- Explain to children that they are going to be ‘news hounds’ and ask them to look through a selection of news sources in French. These might include newspapers and online sources. How many newspaper sections can they spot easily, e.g., *le sport, la télé*? Can they identify other sections by using clues such as text layout or pictures, e.g., *la météo* (the weather), *la mode* (fashion), *la cuisine* (cookery), *les actualités* (current events)?

- Ask children to select a news item and see if they can understand the gist. Invite a couple of children to share what they have found out.

- Give children a short, accessible photocopied article and ask them to highlight any parts that give them clues about the gist. Ask them to report their findings to a partner and then take feedback as a class.

- Distribute word cards for the newspaper sections discussed above. Talk through these and their meanings in English. Ask children how many words they already knew or could recognise and their strategies for working out the meanings.

- Explain to children that they are going to work on ‘news sounds’. Encourage them to use their knowledge of French phonics to decide how the newspaper sections should be pronounced. Ask them to share their pronunciation strategies as a class. Read out the newspaper sections clearly and children repeat and check against their own suggestions. Support them by giving them counters and suggesting they listen to the words and place a counter on the word for each phoneme heard.

#### ICT opportunities

<table>
<thead>
<tr>
<th>Level of difficulty</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use international newspaper websites to compare stories from around the world under different news sections.</td>
</tr>
<tr>
<td>1</td>
<td>Use a social bookmarking tool to collect links to different web links of news sources.</td>
</tr>
<tr>
<td>2</td>
<td>Annotate a scanned image on the interactive whiteboard. Use a screen recording tool and microphone to capture children’s feedback.</td>
</tr>
<tr>
<td>2</td>
<td>Create a matching activity in French and English for different newspaper sections using a self-authoring package.</td>
</tr>
<tr>
<td>1</td>
<td>Ask children to record themselves pronouncing the different newspaper sections, using a microphone or an mp3 player. Play the different mp3 files and compare pronunciations. Use sound recording software to model correct pronunciation and ask children to repeat and check their versions.</td>
</tr>
</tbody>
</table>

#### Support

**Suggestions for how to approach a challenging text** (see ‘Teaching tips’).

Some children may need considerable support to complete the third task on understanding gist.

#### Extension

The children identify and look up other newspaper sections (e.g., business) in a bilingual dictionary to include in their work.

#### Prior knowledge

It is helpful if children are familiar with the contents and layout of a newspaper.
### Throughout the week

Give children some key words and they decide which section of the newspaper they would belong to.

### Main follow-up activities

- **Play Le Pendu (Hangman)** to practise words for the types of news. If available, use a template for the interactive whiteboard or presentation software, as outlined in Unit 8.
- Children look up a French news source on the internet. They use the headlines to decide on main items of news, sporting events or gossip about famous people.
- Children compile a display of articles from French-language newspapers.

### ICT follow-up activities

- Create a slideshow of images of different newspaper sections with children providing a voiceover for each one to practise their pronunciation.
- Create a podcast where children describe what they have learnt from their research on French-language newspapers from around the world and ask them to compare their pronunciations of different news sections.

### Learning outcomes

**Children:**
- make comparisons between English and French sources of news
- recognise a variety of texts in a newspaper
- apply phonic knowledge to sound out the written word
- build word association skills
- share strategies for coping with new language or challenging texts
- name some types of news found in a newspaper

### National Curriculum links

**Primary Framework for Literacy**
The first and second activities link to Y4 work on analysing and writing newspaper reports.

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet)
- 4b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others.

### Teaching tips

- As a class, practise techniques for accessing longer unfamiliar texts, eg:
  - Skimming for main idea
  - Scanning for specific details (names mentioned)
  - Using pictures and captions to identify topic
  - Identifying familiar French words
  - Identifying words similar to English
  - Names of famous people (sportspeople)

### Resources

- French newspapers (available online if local newsagents do not stock)
- Accessible article for the fourth activity
- Word cards for newspaper sections
- Counters for phoneme recognition activity
- Access to the internet for images of different newspaper sites
- Access to a social bookmarking tool on the internet
- Screen recording facility in on the interactive whiteboard
- Microphone/mp3 recorder
- Self-authoring package for creating interactive exercises
- Digital audio editor
- Multimedia presentation software
- Access to a class blog
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vous êtes journalistes</td>
<td>You are journalists</td>
<td>le sport</td>
<td>the sports (section)</td>
</tr>
<tr>
<td>Regardez les reportages</td>
<td>Look at the articles</td>
<td>la télé</td>
<td>the TV (section)</td>
</tr>
<tr>
<td>Qu’est-ce que vous pensez?</td>
<td>What do you think?</td>
<td>la météo</td>
<td>the weather (section)</td>
</tr>
<tr>
<td>Comment est-ce qu’on dit…?</td>
<td>How do you say…?</td>
<td>la mode</td>
<td>the fashion (section)</td>
</tr>
<tr>
<td>le sport</td>
<td>the sports (section)</td>
<td>la cuisine</td>
<td>the cookery (section)</td>
</tr>
<tr>
<td>la télé</td>
<td>la télé</td>
<td>les actualités</td>
<td>the current events (section)</td>
</tr>
<tr>
<td>la météo</td>
<td>la météo</td>
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<td>la mode</td>
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<td>la cuisine</td>
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<td>les actualités</td>
<td>les actualités</td>
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</tbody>
</table>
### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6.3</td>
<td>Match sound to sentences and paragraphs.</td>
</tr>
<tr>
<td>LLS</td>
<td>Discuss language learning and reflect and share ideas and practices.</td>
</tr>
<tr>
<td>LLS</td>
<td>Use a dictionary.</td>
</tr>
<tr>
<td>LLS</td>
<td>Compare and reflect on techniques for memorising language.</td>
</tr>
</tbody>
</table>

### Support

- Some children may find it helpful to have the words as well as the symbols for the Bingo activity.
- Some children may need support when using the dictionary.
- Some children may need help identifying positive and negative tones of voice.

### Extension

- Children find more opinions from a dictionary.
- Children share their strategies for remembering new language with individual groups.

### Prior knowledge

It is helpful if children already know how to give reasons for their opinions.

### Main activities

- **Play a News Flash game.** Show the word cards for the newspaper sections again. Ask children to put up their hands if they think they can remember the correct pronunciation for each card. Choose a few children to have a go and then encourage the whole class to repeat after you. Set the class a challenge: invite individual volunteers to say as many of the word cards in French as they can. Ask children to repeat the same activity with a partner.

- **Play the game again as a class but this time substitute the word cards with pictures or symbols representing the newspaper sections.** Repeat with children working in pairs. Children share as a class their strategies for remembering new language.

- **Using presentation software, show the children the word cards as individual slides and ask them to pronounce them correctly.**

- **Play a sorting game.** Divide children into groups of four and give them a set of text cards showing opinion phrases, e.g., *c'est...* (it's...). Ask children to sort the cards into positive and negative opinions. Encourage them to use dictionaries. Remind children of the pronunciation strategies they used earlier. Encourage them to use their knowledge of phoneme–grapheme correspondence and the technique of segmenting words to help work out the pronunciation of the new words. Ask each group to compare their answers with a second group and to share their strategies for using a bilingual dictionary. The class feed back their answers and brainstorm any other language they know for expressing opinions.

- **Using presentation software, replace the text with images.**

- **Create matching activities using a self-authoring package.**

- **Divide the screen in two on the interactive whiteboard and drag word cards to the left or right according to whether opinions are positive or negative.**

### ICT opportunities

- **(levels of difficulty 1 = easier, 3 = more complex)**

- Using presentation software, show the children the word cards as individual slides and ask them to pronounce them correctly.

- Using presentation software, replace the text with images.

- Create matching activities using a self-authoring package.

- Divide the screen in two on the interactive whiteboard and drag word cards to the left or right according to whether opinions are positive or negative.
### Main activities (continued)

Repeat the game, with children playing in groups and taking it in turns to call out an opinion.

### Throughout the week

Play Thumbs Up, Thumbs Down in class.

### Main follow-up activities

As revision, play the Phoneme–Grapheme Running Game in the hall or a large space. Place large grapheme cards around the hall, call out a phoneme and the children must run to the corresponding card. Progress to calling out words. (This would be an ideal opportunity to practise some of the new language from this unit.)

### ICT opportunities (continued)

(levels of difficulty 1 = easier, 3 = more complex)

### ICT follow-up activities

Children produce a slideshow presentation for the positive and negative opinions. The best examples could be embedded on the class blog.

### Learning outcomes

**Children:**
- read and understand opinion phrases
- recognise the importance of tone of voice when giving an opinion
- recognise a positive or negative opinion
- state an opinion
- use a dictionary to aid comprehension

### National Curriculum links

**ICT**
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (eg desktop publishing, multimedia presentations).
- 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).

### Teaching tips

- When playing Bingo with the class, remember to make a note of the items as you call them out. When a child has completed their card, ask him or her to read back the items for checking. Continue the game so that other children have the chance of completing their card. The winner can take on the role of caller in the next round
- Ensure that there are plenty of opportunities for repetition of new language, to develop children's confidence and understanding
- Ensure that groups are organised so that all children can participate

### Resources

- Cards for newspaper sections
- Cards with symbols for newspaper sections
- Bingo cards with symbols, or symbols and words
- Counters or similar for Bingo
- Text cards with opinion phrases

### ICT resources

- Multimedia presentation software
- Self-authoring package for creating interactive exercise
### Le langage du prof

**Nous allons jouer...**  
Combien de mots pouvez-vous rappeler?

<table>
<thead>
<tr>
<th>Teacher's language</th>
<th>Le langage des enfants</th>
<th>Children's language</th>
</tr>
</thead>
<tbody>
<tr>
<td>C'est...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Génial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intéressant</td>
<td></td>
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<tr>
<td>Ennuyeux</td>
<td></td>
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<tr>
<td>Fantastique</td>
<td></td>
<td></td>
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<tr>
<td>Beau</td>
<td></td>
<td></td>
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<tr>
<td>Trop long</td>
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</tbody>
</table>

### Quelles opinions sont positives?
Quelles opinions sont négatives?
Vous pouvez utiliser les dictionnaires français
Trouvez le mot dans le dictionnaire

<table>
<thead>
<tr>
<th>positif</th>
<th>négatif</th>
</tr>
</thead>
<tbody>
<tr>
<td>genial</td>
<td>negative</td>
</tr>
</tbody>
</table>

### Quoi de neuf

**New games**

<table>
<thead>
<tr>
<th>Session 2</th>
<th>New games</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 of 3</td>
<td>3 of 3</td>
</tr>
</tbody>
</table>

| le sport   | le sport |
| la télé    | la télé  |
| la météo   | la météo |
| la mode    | la mode  |
| la cuisine | la cuisine |
| les actualités | les actualités |
| le sport   | le sport |
| la télé    | la télé  |
| la météo   | la météo |
| la mode    | la mode  |
| la cuisine | la cuisine |
| les actualités | les actualités |

| c'est...   | c'est... |
| génial    | génial  |
| intéressant | intéressant |
| ennuyeux  | ennuyeux |
| fantastique | fantastique |
| beau      | beau    |
| trop long | trop long |

<table>
<thead>
<tr>
<th>Which opinions are positive?</th>
<th>Which opinions are negative?</th>
<th>You can use the French dictionaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>positif</td>
<td>négatif</td>
<td>Trouvez le mot dans le dictionnaire</td>
</tr>
</tbody>
</table>
## Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.3</td>
<td>Understand longer and more complex phrases and sentences.</td>
</tr>
<tr>
<td>O6.4</td>
<td>Use spoken language confidently to initiate and sustain conversations and to tell stories.</td>
</tr>
<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
</tr>
<tr>
<td>IU6.1</td>
<td>Compare attitudes towards aspects of everyday life.</td>
</tr>
<tr>
<td>KAL</td>
<td>Devise questions for everyday use.</td>
</tr>
</tbody>
</table>

## Prior knowledge

It is helpful if children already know how to give reasons for their opinions.

## Main activities

Give a set of text cards showing opinion phrases (see Session 2) to each group. Ask an individual child to select a newspaper section and ask, eg **Tu aimes la cuisine?** The groups have 30 seconds to discuss their responses, reach a consensus and choose an opinion card. Go around the class and each group holds up their chosen card and choruses their opinion, eg **Oui, c’est génial!** (Yes, it’s brilliant!)

Play Finish That Quote. Write a model sentence on the board, eg **J’aime le sport car à mon avis, c’est intéressant.** (I like the sports section as, in my opinion, it is interesting.) Discuss the use of the word car and ask children what they think its function is in the sentence. Invite three confident children to come to the front to demonstrate the game. Give each child a text card to read out, eg card 1: **J’aime le sport** (I like the sports section), card 2: **car à mon avis** (as in my opinion), card 3: **c’est ...** (it is ...). Starting with card 1, each of the three children reads out their piece of text. Play this game several times with different combinations of text and children.

Invite children to carry out a class survey of opinions on sections in a newspaper. Ask each child to select three sections. They have to ask six different children their opinions about these and record their answers, eg **Tu aimes la cuisine?** Non, je n’aime pas la cuisine car à mon avis c’est ennuyeux. (Do you like the cookery section? No, I don’t like the cookery section as, in my opinion, it’s boring.) Before starting their surveys, children must decide how they are going to record their findings, eg using a pie chart, bar graph or tally chart, or with smiley/unsmiley faces next to each person’s name.

## ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

1. Create text cards for newspaper sections and opinions on the interactive whiteboard and match them up according to the response of the class.

1. Create a reordering exercise using a self-authoring package.

2. Use a free online survey tool to poll opinion about the different newspaper sections and record all the data automatically in a spreadsheet.
### Main activities (continued)

Ask individual children to present some of their findings from the survey. Model how they might do this, e.g. *Patrick aime le sport car à son avis, c’est intéressant.* (Patrick likes the sports section as, in his opinion, it is interesting.) *Rebecca n’aime pas l’actualité car à son avis, c’est ennuyeux.* (Rebecca doesn’t like the current events section as, in her opinion, it is boring.)

### ICT opportunities (continued)

**(levels of difficulty 1 = easier, 3 = more complex)**

Use ICT to create a display of quotes from the survey. Each child selects one quote, e.g. *Je n’aime pas la rubrique sport car à mon avis, c’est ennuyeux!* (I don’t like the sports section as, in my opinion, it is boring!) Children use a digital audio recorder to add their own sound recordings.

### Throughout the week

- Ask the children questions to allow them to practise giving their opinions.

### Main follow-up activities

- Make a class display board of likes and dislikes, with each child contributing an opinion in a speech bubble. Encourage them to use known vocabulary, such as food, drink or games.
- Children continue to look up a French news source on the internet. They use the headlines to decide on main items of news, sporting events or gossip about famous people.

### ICT follow-up activities

- Ask children in your partner school to complete the survey too and compare and contrast the results.

### Learning outcomes

**Children:**
- express a spoken opinion about news
- work as a team to agree on and offer an opinion
- ask a question to obtain an opinion
- understand an opinion offered by someone else
- create a written sentence to describe an opinion

### National Curriculum links

**Primary Framework for Literacy**
- **Strand 1** Speaking; Y4 Offer reasons and evidence for their views, considering alternative opinions

**ICT**
- 1c Interpret information to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
- 2a Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (e.g. desktop publishing, multimedia presentations).
### Teaching tips
- In the second activity, Finish that Quote, give the first card each time to a less confident child and the third one to the most confident child.

### Resources
- Text cards with opinion phrases
- Text cards for Finish that Quote game
- Blank templates for recording survey results

**ICT resources**
- Self-authoring package for creating interactive exercises
- Access to the internet to use an online survey tool
- Spreadsheet software
- Drag and drop function on the interactive whiteboard
<table>
<thead>
<tr>
<th>Le langage du prof</th>
<th>Teacher’s language</th>
<th>Le langage des enfants</th>
<th>Children’s language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choisis une rubrique</strong></td>
<td>Choose a section</td>
<td>le sport</td>
<td>the sports (section)</td>
</tr>
<tr>
<td>le sport</td>
<td>the sports (section)</td>
<td>la télé</td>
<td>the TV (section)</td>
</tr>
<tr>
<td>la météo</td>
<td>the weather (section)</td>
<td>la météo</td>
<td>the weather (section)</td>
</tr>
<tr>
<td>la mode</td>
<td>the fashion (section)</td>
<td>la mode</td>
<td>the fashion (section)</td>
</tr>
<tr>
<td>la cuisine</td>
<td>the cookery (section)</td>
<td>la cuisine</td>
<td>the cookery (section)</td>
</tr>
<tr>
<td>les actualités</td>
<td>the current events (section)</td>
<td>les actualités</td>
<td>the current events (section)</td>
</tr>
<tr>
<td><strong>c’est...</strong></td>
<td>it’s...</td>
<td>c’est...</td>
<td>it’s...</td>
</tr>
<tr>
<td>génial</td>
<td>brilliant</td>
<td>génial</td>
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<tr>
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<tr>
<td>trop long</td>
<td>too long</td>
<td>trop long</td>
<td>too long</td>
</tr>
<tr>
<td><strong>Tu aimes la cuisine?</strong></td>
<td>Do you like the cookery section?</td>
<td>car à mon avis</td>
<td>as/since in my opinion</td>
</tr>
<tr>
<td><strong>Tu aimes le sport?</strong></td>
<td>I like the sports section as, in my opinion, it is interesting</td>
<td>Tu aimes le sport car à mon avis, c’est</td>
<td>I like the sports section as, in my opinion, it is interesting</td>
</tr>
<tr>
<td><strong>à son avis</strong></td>
<td>in his/her opinion</td>
<td>à son avis</td>
<td>in his/her opinion</td>
</tr>
</tbody>
</table>

**Vous allez faire un sondage**
You’re going to carry out a survey
You’re going to ask six friends for their opinions about the different newspaper sections
How can you record their answers?

- With a tally chart?
- A pie chart?
- A graph?
### Framework objectives

<table>
<thead>
<tr>
<th>Code</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.4</td>
<td>Use spoken language confidently to initiate and sustain conversations and to tell stories.</td>
</tr>
<tr>
<td>L6.1</td>
<td>Read and understand the main points and some details from a short written passage.</td>
</tr>
<tr>
<td>L6.2</td>
<td>Identify different text types and read short, authentic texts for enjoyment or information.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of words, text and structure to build simple spoken and written passages.</td>
</tr>
<tr>
<td>LLS</td>
<td>Use language known in one context or topic in another context or topic.</td>
</tr>
<tr>
<td>LLS</td>
<td>Use context and previous knowledge to help understanding and reading skills.</td>
</tr>
</tbody>
</table>

### Prior knowledge

It is helpful if children are familiar with the layout and different sections of a newspaper.

### Main activities

- Revise French vocabulary for the different parts of the newspaper.
- Give children a timed challenge to work in groups to remember the names of five newspaper sections.
- Ask the question *Quelle est ta rubrique préférée?* (What is your favourite section?) to elicit answers from the previous session, eg *la rubrique sport/mode/météo*.
- Ask children *Pourquoi?* (Why?) in order to elicit sentences with *car à mon avis...* (because, in my opinion,...)
- Tell the class that they are going to produce a version of a French newspaper in which they are the celebrities. The paper will contain information about them and their interests and aspirations, and will draw on all the French they have been learning. Ask them to think of the pages in which they would be most likely to find themselves if they were in a newspaper, eg sport, fashion, cinema, books, music, news, travel, television. This should reflect what children are good at or interested in, and can be discussed in English.
- Introduce children to the front page with a short introductory article (see 'Teaching tips'). Suggest titles, eg *Le journal de l'école Gladstone Primary* (The Gladstone Primary School newspaper). The text could be used as a 'language investigators' text, in which children use their previous knowledge and reading skills to decipher as much information as they can from the text.

### ICT opportunities

*Levels of difficulty 1 = easier, 3 = more complex*

- Children play an interactive version of the game Hangman. Search for 'Le jeu du pendu' and 'shareware' to find some good examples.
- Show children screenshots of authentic French newspapers on the interactive whiteboard and let them annotate and highlight the words or phrases they understand.
## Unit 24 Overview

### Session 4

**In the paper**

<table>
<thead>
<tr>
<th>Throughout the week</th>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycle the structures and vocabulary by asking children which is their favourite newspaper section and why.</td>
<td>Children look up a French news source on the internet. They use the headlines to try to make sense of the main items of news, sporting events or gossip about famous people.</td>
<td>Children look at screenshots of Twitter messages or headlines from foreign language newspapers and read for gist.</td>
</tr>
</tbody>
</table>

### Learning outcomes

**Children:**
- answer the question ‘why?’ and give reasons
- talk about their favourite newspaper sections
- read and respond to a text

### National Curriculum links

**Primary Framework for Literacy**
- **Strand 1** Speaking; Y4 Offer reasons and evidence for the views, considering alternative opinions.
- **Strand 7** Understanding and interpreting texts; Y3 Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen.

**ICT**
- 1a Talk about what information they need and how they can find and use it (eg searching the internet or a CD-Rom, using printed material, asking people).
- 3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

### Teaching tips

- An example of a short introductory article for the front page of a newspaper:
- *C’est la fin de l’année scolaire! Le CM2 va quitter l’école! En septembre les enfants vont au collège. Mais vous pouvez tout apprendre sur les enfants dans notre journal d’école*  
  *Actualités – Page 1* (Current events)  
  *Voyages – Page 2* (Travel)  
  *Culture – Page 3* (Culture)  
  *Musique – Page 4* (Music)  
  *Mode – Page 5* (Fashion)  
  *Sports – Page 6* (Sport)

  (School’s out! Year 6 are leaving the school! In September the children are going to secondary school. But you can find out all about them in our school newspaper)

- CM2 (*Cours Moyen 2*) is the last year of primary school in France and corresponds to Y6 in England

### Resources

- Example of article for the front page of a newspaper
- **ICT resources**
  - Access to an internet search engine
  - Hangman software installed prior to lesson
<table>
<thead>
<tr>
<th><strong>Le langage du prof</strong></th>
<th><strong>Teacher's language</strong></th>
<th><strong>Le langage des enfants</strong></th>
<th><strong>Children's language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quelle est ta rubrique préférée?</td>
<td>What is your favourite section of the newspaper?</td>
<td>Ma rubrique préférée est...</td>
<td>My favourite section is...</td>
</tr>
<tr>
<td>la rubrique...</td>
<td>the...section</td>
<td>la rubrique...</td>
<td>the...section</td>
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<td>musique</td>
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</tr>
<tr>
<td>car à mon avis c'est...</td>
<td>because in my opinion it's...</td>
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<td>too long</td>
</tr>
<tr>
<td>Vous allez être journalistes</td>
<td>You are going to be journalists</td>
<td>Je vais être dans la rubrique... parce que...</td>
<td>I would be in the...section because...</td>
</tr>
<tr>
<td>Vous allez écrire un journal</td>
<td>You are going to write a newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vous allez être les célébrités!</td>
<td>You are going to be the celebrities!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Je vais être dans la rubrique... parce que...</td>
<td>I would be in the...section because...</td>
<td></td>
<td></td>
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</table>
### Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O6.2</td>
<td>Perform to an audience.</td>
</tr>
<tr>
<td>L6.2</td>
<td>Identify different text types and read short, authentic texts for enjoyment or information.</td>
</tr>
<tr>
<td>L6.4</td>
<td>Write sentences on a range of topics using a model.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of word order and sentence construction to support the understanding of the written text.</td>
</tr>
<tr>
<td>LLS</td>
<td>Ask for repetition and clarification.</td>
</tr>
<tr>
<td>LLS</td>
<td>Discuss language learning and reflect and share ideas and experiences.</td>
</tr>
</tbody>
</table>

### Main activities

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elicit from children what information they would like to include in an article about themselves for <em>le journal de l'école</em>. Remind them of their previous learning, revising as necessary (see 'Teaching tips').</td>
</tr>
<tr>
<td>Revise how to ask questions to elicit personal information, e.g. <em>Comment tu t'appelles?</em> (What are you called?) <em>Quel âge as-tu?</em> (How old are you?) <em>Tu aimes...?</em> (Do you like...?) <em>Où habites-tu?</em> (Where do you live?) <em>Tu joues...?</em> (Do you play...?). See ‘Teaching tips’ for some model answers.</td>
</tr>
<tr>
<td>Give children cards containing these questions. In pairs, they sort them into an appropriate order for conducting an interview. They compare their order with another pair and, as a group of four, discuss what the answers to each of the questions could be.</td>
</tr>
<tr>
<td>Provide the appropriate scaffolding to allow children to begin to write the answers to the questions. These are then written on separate cards.</td>
</tr>
<tr>
<td>The class feed back their questions and answers. The questions are placed on the interactive whiteboard with the answers covered, or cards with questions displayed on the board with the answers face down. These are then revealed one by one and children work in pairs or as a class to match the answers to the questions.</td>
</tr>
<tr>
<td>Children work in pairs to complete a dialogue, using the questions as prompts and giving appropriate answers.</td>
</tr>
</tbody>
</table>

### ICT opportunities

(levels of difficulty 1 = easier, 3 = more complex)

1. Using a self-authoring package, create a reordering exercise of the different questions involved in the interview.

2. Give model answers on the interactive whiteboard with the keywords you want the children to change in bold. These could be included in a drop-down menu to provide more choice.
<table>
<thead>
<tr>
<th>Main activities (continued)</th>
<th>ICT opportunities (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident children could perform these dialogues to the rest of the class.</td>
<td>(levels of difficulty 1 = easier, 3 = more complex)</td>
</tr>
<tr>
<td>Once children have properly rehearsed their dialogues, they can record them using a microphone and sound editing software. Less confident children can listen to the teacher reading out each section of the dialogue as a model, and record themselves as they repeat it. Children then listen to themselves. Recording their dialogues should improve the children's pronunciation and boost their confidence when speaking in French.</td>
<td></td>
</tr>
</tbody>
</table>

### Throughout the week

<table>
<thead>
<tr>
<th>Main follow-up activities</th>
<th>ICT follow-up activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the interview questions to various children and revise answers, using the models as necessary.</td>
<td>Children practise their dialogue and perform to the group. They could record them for publication on the school website.</td>
</tr>
<tr>
<td>Publish the podcasts on the class blog and encourage children to leave comments saying what they thought about them and how they could be improved.</td>
<td></td>
</tr>
</tbody>
</table>
Learning outcomes

Children:
- listen attentively
- ask and answer questions about personal information

Teaching tips

- It would be beneficial if a secondary teacher could be involved in the teaching of this unit, as a way of getting to know the children and their achievements

National Curriculum links

Primary Framework for Literacy
Strand 1 Speaking; Y3 Sustain conversation, explain or give reasons for their views or choices.

ICT
3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).
3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information.

Resources

- Sets of cards with interview questions
- Cards for writing answers

ICT resources
- Desktop publishing software
- Microphone or mp3 recorder
- Digital audio editor/recorder
- Access to the internet for images of newspaper sections
- Access to a class blog
### Le langage du prof

- **le journal de l’école**
- **Nous allons réviser certaines questions personnelles**

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Ask me again</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 of 4</td>
<td></td>
</tr>
</tbody>
</table>

**Comment tu t’appelles?**
- Quel âge as-tu?
- Tu aimes...?
- Où habites-tu?
- Tu joues...?

**Vous allez créer un dialogue**
- La première question sera...
- Pouvez-vous penser à une réponse?
- Écrire vos réponses sur les petites cartes

**Model answers, eg:**
- Je m’appelle Sophie
- J’ai dix ans
- J’aime le football car c’est passionnant
- J’adore l’anglais
- J’aime la musique pop
- J’aime les frites, mais je préfère la pizza
- J’habite à Londres
- Je joue de la clarinette et je joue au tennis

**Teacher’s language**
- the school newspaper
- Let’s revise some personal questions

**Children’s language**
- What are you called?
- How old are you?
- Do you like...?
- Where do you live?
- Do you play...?

- You are going to create a dialogue
- The first question will be...
- Can you think of an answer?
- Write your answers on the little cards

**Model answers, eg:**
- My name is Sophie
- I’m ten years old
- I like football because it’s exciting
- I love English
- I like pop music
- I like chips but I prefer pizza
- I live in London
- I play the clarinet and I play tennis

**Model answers, eg:**
- My name is Sophie
- I’m ten years old
- I like football because it’s exciting
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- I like pop music
- I like chips but I prefer pizza
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<td>Write sentences on a range of topics using a model.</td>
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<td>KAL</td>
<td>Devise questions for authentic use.</td>
</tr>
<tr>
<td>KAL</td>
<td>Use knowledge of words, text and structure to build simple spoken and written passages.</td>
</tr>
</tbody>
</table>

### Support
Make writing frames, word banks and dictionaries available to children.

### Extension
The final sentence of the text could start with *Je voudrais devenir*… (I would like to be…). This could be taught as a whole sentence, with children using a bilingual dictionary to complete it, eg *Je voudrais devenir acteur/actrice* (I would like to become an actor/actress).

### Prior knowledge
It is helpful if children already know how to lay out a newspaper article using images and font size for impact.

## Main activities

### Children prepare a short text about themselves to go in an appropriate newspaper section, eg a child who is good at or enjoys sport would place their article in the sports pages.

The articles should be collected into both paper and electronic versions of a class newspaper, with pictures if appropriate. The articles could include information drawn from the previous session.

### Phonic focus: collect any displays of phonics work from previous units. Invite the class to make an interactive display, using presentation software, on phoneme–grapheme correspondence. Split them into small groups. Give each group a phoneme to work on. Each group should decide on a mime for their phoneme, a list of words and pictures containing their phoneme, and a sound bite to illustrate correct pronunciation.

Children then present their work to the rest of the class. Once each group has finished, the slides can be merged to make one large presentation. The children watch the presentation on the interactive whiteboard and it could also be printed off and displayed or bound as a book.

## ICT opportunities

### (levels of difficulty 1 = easier, 3 = more complex)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using a private wiki, children draft their texts covering a specific theme and add images where appropriate. If they wish, they can work in pairs on individual pages and peer assess each other’s articles.</td>
<td>2</td>
</tr>
<tr>
<td>Take digital photos of the children performing their mimes and upload them on to a private VoiceThread along with appropriate pictures for each phoneme. Let the children add audio comments where they pronounce the phoneme correctly.</td>
<td>3</td>
</tr>
<tr>
<td>Using the internet, show excerpts from French TV news reports. Discuss the similarities and differences between French and UK TV reports.</td>
<td>3</td>
</tr>
<tr>
<td>Publish the VoiceThread on the class blog and encourage a partner school to leave audio comments too, modelling good pronunciation.</td>
<td>2</td>
</tr>
</tbody>
</table>
**Learning outcomes**

**Children:**
- construct a written presentation or article to give personal information
- apply most words correctly

**Teaching tips**
- Links to literacy: the second activity links to literacy work on writing newspaper reports in Y4. Children will have had experience of using ICT programs to present texts in Y5
- Make writing frames, word banks and dictionaries available for children
- Encourage some children to memorise their report so that they do not need to refer to the written text
- During preparation for the end of unit activity, see if any older children from destination secondary schools are able to act as peer tutors

**National Curriculum links**

**Primary Framework for Literacy**

The second activity links to Y4 work on writing newspaper reports.

**Strand 9** Creating and shaping texts; Y3 Write non-narrative texts using structures of different text types; Y4 Choose and combine words, images and other features for particular effects.

Children will have had experience of using ICT programs to present texts in Y5.

**ICT**

3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions).

3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information.

**Resources**

- Photos or pictures to accompany children's articles

**ICT resources**

- Access to an internet search engine
- Access to a class blog
- Access to a class wiki
### Session 6: Here I am!

#### Le langage du prof
- le journal de l’école
- Comment tu t’appelles?
  - Quel âge as-tu?
  - Tu aimes...?
  - Où habites-tu?
  - Tu joues...?

#### Teacher’s language
- the school newspaper
- What are you called?
  - How old are you?
  - Do you like...?
  - Where do you live?
  - Do you play...?

#### Le langage des enfants
- Je m’appelle Sophie
  - J’ai dix ans
  - J’aime le football car c’est passionnant
  - J’adore l’anglais
  - J’aime la musique pop
  - J’aime les frites, mais je préfère la pizza
  - J’habite à Londres
  - Je joue de la clarinette et je joue au tennis
  - Je voudrais devenir... acteur/actrice

#### Children’s language
- Je m’appelle Sophie
  - J’ai dix ans
  - J’aime le football car c’est passionnant
  - J’adore l’anglais
  - J’aime la musique pop
  - J’aime les frites, mais je préfère la pizza
  - J’habite à Londres
  - Je joue de la clarinette et je joue au tennis
  - Je voudrais devenir... acteur/actrice

Model answers, eg:
- Je m’appelle Sophie
  - My name is Sophie
  - I’m ten years old
  - I like football because it’s exciting
  - I love English
  - I like pop music
  - I like chips but I prefer pizza
  - I live in London
  - I play the clarinet and I play tennis
  - I would like to be... an actor/actress
**End of unit activities**

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Teaching activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To apply the knowledge, skills and understanding from this unit</td>
<td>• Children present their work to the wider school community, possibly during a celebration assembly or in a performance to another class</td>
<td>• Present information in a variety of ways</td>
<td>• If the school has a French-speaking partner school, the class could email photos of their displays</td>
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<td>Follow-up: make a display of children’s newspaper pages in the corridor or school entrance</td>
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<td>There may be an opportunity for children to work with the local newspaper on the project, and the French language element could attract publicity for the school</td>
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<td>Follow-up: if children have been using the European Languages Portfolio, they can include copies of their newspaper report as evidence of their achievements. See <a href="http://www.nacell.org.uk">www.nacell.org.uk</a></td>
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<td>Follow-up: invite teachers from receiving secondary schools to view the display</td>
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</tbody>
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