

RIGOLO



Unit 9

Teacher's Notes

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Assessment sections: Julie Green

National criteria

KS2 Framework objectives

- O4.1 Memorise and present a short spoken text
- O4.2 Listen for specific words and phrases
- O4.3 Listen for sounds, rhyme and rhythm
- O4.4 Ask and answer questions on several topics
- L4.1 Read and understand a range of familiar written phrases
- L4.2 Follow a short familiar text, listening and reading at the same time
- L4.3 Read some familiar words and phrases aloud and pronounce them accurately
- L4.4 Write simple words and phrases using a model and some words from memory
- IU4.1 Learn about festivals and celebrations in different cultures

QCA Scheme of Work

- Unit 1 Je parle français
- Unit 2 Je me présente
- Unit 3 En famille
- Unit 4 Les animaux
- Unit 5 Mon anniversaire
- Unit 8 Qu'est-ce que tu veux?
- Unit 9 Les sports

Language ladder levels

- Listening:* Breakthrough, Grade 1–3
- Speaking:* Breakthrough, Grade 1–2
- Reading:* Breakthrough, Grade 1–3
- Writing:* Breakthrough, Grade 1–2

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, C
- Listening and reacting to others A–C

Speaking

- Speaking to convey information A, C
- Speaking and interacting with others B, C
- Speaking about experiences, feelings and opinions A, B

Reading

- Reading for information and instructions A, C
- Reading aloud A, C

Writing

- Writing to exchange information and ideas A, C
- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- say the names and dates of several French festivals
- identify and ask for certain presents at festivals
- recognise and use numbers 31–60
- give and understand more instructions

Key language

- festivals: *le Nouvel An* (New Year), *la Fête des Rois* (Feast of Kings/Epiphany), *la Saint-Valentin* (St Valentine's day), *Pâques* (Easter), *la Fête Nationale* (Bastille Day), *Noël* (Christmas)
- presents: *un vélo* (bike), *un jeu* (a game), *un livre* (a book), *un ballon* (a ball), *un Père Noël en chocolat* (chocolate Father Christmas), *un œuf de Pâques* (Easter egg)
- numbers 31–60
- instructions: *touchez le nez/les pieds!* (touch your nose/feet!), *comptez!* (count!), *sautez!* (jump!), *levez les bras!* (raise your arms!), *tournez!* (turn around!), *hochez la tête!* (nod your head!)

Grammar and skills

- give more dates for festivals through the year
- ask for various presents
- count up to 60
- understand and give imperative instructions
- recognise plural forms

Unit outcomes

Most children will be able to:

- recognise names of French festivals, and list their dates separately
- identify names of various presents suitable for festivals
- count up to 60
- understand more instructions

Some children will also be able to:

- produce fuller phrases giving dates of festivals, e.g. *Le nouvel an, c'est le premier janvier.*
- create sentences asking for gifts, using *je voudrais...*

Unit 9

Lesson 1

Lesson summary

Context

Talking about festivals and dates

National criteria

KS2 Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.1

Attainment levels: AT1.1–3, AT2.1–2, AT3.1–3

Language ladder levels:

Listening: Grade 1–3; Speaking: Grade 1–2;

Reading: Grade 1–3

Cross-curricular links

Numeracy, PE, Citizenship

Key vocabulary

Festivals: *le Nouvel An* (New Year), *la Fête des Rois* (The Feast of Kings/Epiphany), *la Saint-Valentin* (St Valentine's day), *Pâques* (Easter), *la Fête Nationale* (Bastille Day), *Noël* (Christmas)

Language structures and outcomes

Le [nouvel an], c'est le [premier janvier.] ([New Year] is on the [1st January].)

1

Starter activity:
Les fêtes et les jours fériés

IU4.1

5 mins

Description

Starter discussion to focus pupils' attention on the topic of festivals and significant dates.

Delivery

- Talk about pupils' own favourite national and cultural festivals.
- Ask pupils to tell you in which month (or, possibly, on which date) the festival takes place.
- Explain that French people also celebrate some of their own festivals, in addition to some others.

2

Oracy activity:
Les dates et les nombres

AT1.2 O4.4
AT2.2

c.5–10 mins

Description

Pupils answer questions in order to revise dates.

Delivery

- Quickly revise numbers up to 31 and the months, chorally.
- Ask *Quelle est la date aujourd'hui?* If no one answers, write the date on the board, repeat the question and say the answer, pointing to it at the same time.
- Now ask *C'est quand, ton anniversaire?* to see if pupils remember and can answer the question. Prompt if necessary.
- Ask both questions quickly and randomly to pupils across the classroom to continue the revision.

3

Animated story:
La machine magique (1)

AT1.2–3 O4.2 L4.1
AT3.1–3 O4.3 L4.2
IU4.1

5–10 mins

Description

Watch and listen to this animated story, based in the castle kitchen, presenting the language for Lessons 1 and 2 (dates and festivals). You can pause and rewind the story at any point.

Delivery

- This animated story can be used for both starter and plenary activities – the whole animation can be played at the end of the unit so that pupils can gauge their improved understanding.
- At this point pupils watch the first half of the story only; the second half is in Lesson 3.

Scene 1: Polly and Marine in the castle kitchen

- Freeze the screen on the characters standing in the kitchen. Ask pupils to introduce them, using as much as possible of the language covered so far.
- Continue playing the scene until the magic machine is revealed. Freeze the screen and ask pupils what they think the machine is for. Play the rest of the scene through and ask if their predictions were correct.
- Ask pupils which, if any, festivals they remember seeing on the screens.
- Summarise the scene together.

4

Presentation:
Les fêtes

AT1.2 O4.2 L4.1
AT2.2 O4.3 L4.3
AT3.2 IU4.1

5–10 mins

Description

Play the animation to hear the festivals and their dates. Use the additional features to practise sound/spelling links. For more details on how to use presentation activities, go to page viii.

Delivery

- Play the animation presenting the festivals and their dates.
- The audio can be repeated as many times as necessary by clicking on the play button, and pupils can repeat the language.
- Repeat each item a couple of times to reinforce learning.

R Cultural Information

French festivals

- Although several French festivals are featured in this lesson, due to language restrictions the best way to explain the origin of these festivals is to discuss them with your class in English. Below is some basic information about each festival.
- le Nouvel An** (New Year): celebrated in a similar way to the UK, with a countdown to midnight. Most French people have a meal with friends or family. In Paris, everybody stops what they are doing at midnight, and drivers honk their car horns for several minutes. Parties will go on until 5 or 6am, and people eat onion soup for breakfast.
- la Fête des Rois** (Feast of Kings/Epiphany): celebrated on 6th January. The tradition is to eat a flat round pastry cake called *une galette des rois*, filled with almond paste or fruit. There is a charm (*la fève*) hidden inside, and the person who discovers it in their portion is crowned the king or queen and wears a paper crown. You could compare this with Christmas pudding in the UK.
- la Saint-Valentin** (St Valentine's Day): again, similar to the UK, although in France couples don't send each other cards, but offer gifts or go out for a meal instead.
- Pâques** (Easter): as in the UK, children receive presents of eggs or chocolate rabbits. There is usually a treasure hunt round the garden or house where children search for eggs. The traditional family meal at Easter is lamb.
- la Fête Nationale** (also called *La fête de la Bastille*: Bastille Day): on the 14th July, the whole of France celebrates the day when the Bastille prison was overthrown and burnt down at the start of the French Revolution in 1789. There is a big fireworks display in most cities, and everyone holds parties.
- Noël** (Christmas): Christmas is similar between the two countries for those who celebrate it, with a few notable differences as well. The Christmas tree (*le sapin de Noël*) is decorated only a few days before the 25th, and parents – or *le Père Noël* – hang toys, sweets and fruit on the tree on Christmas Eve while children are asleep. Christian families also arrange a *crèche* (crib) display with wooden or plastic figures representing the birth of Jesus. They also go to a mass in church at midnight. There is a bigger traditional meal in France on Christmas Eve than in the UK, called *le réveillon*. The usual meal on Christmas Day involves oysters, turkey or goose.

5

Oracy activity:
Quelle fête? Quelle date?

AT1.2 O4.2
O4.3
IU4.1

c.10 mins

Description

Click on the play button to hear audio prompts about festivals and dates, decide if the statement is correct or not, and select *Oui* or *Non*.

Delivery

- Click on (or invite a pupil to click on) the play button. You will hear the name of a festival and see an image on each screen. Click on the play button to listen again, if necessary. Encourage pupils to repeat the description they hear.
- Pupils must decide whether or not the information they hear is correct, then select *Oui* or *Non* as appropriate.
- Once pupils have made their selection, click on *Done* and their answer will be marked automatically. If correct, click on *Next* to move on to the next question.
- If incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

Extension

Make two teams. Each team takes it in turn to answer a question and scores a point for each correct answer.

6

Plenary activity:
Le nombre magique

AT1.1 O4.2
AT2.1

c.5 mins

Materials

Ball or soft toy

Description

Pupils throw the ball to each other as they say numbers from 1 to 31, in order.

Delivery

- Quickly revise numbers orally as a class. Ask the class to choose a 'magic' number (*un nombre magique*). Anyone who says this number is eliminated from that round of the game, and must sit down until someone else has said the magic number.
- All pupils stand in a circle, and throw the ball/toy to each other. Pupils must say the numbers 1–31, in order, as fast as possible. A pupil must be in possession of the soft toy to say the number; they must therefore throw the toy to each other as quickly as possible. Pupils saying the *nombre magique* miss a turn, as described above.
- As always, it is vital to lay down some ground rules about throwing the toy gently, or pupils will be eliminated from the game!

Extension

- Divide the class into groups and give each group a magic number.
- Pupils can play the game in smaller groups as above.

Unit 9

Lesson 2

Lesson summary

Context

Talking about presents at festivals

National criteria

KS2 Framework: O4.2, O4.3, O4.4, L4.1, L4.3, L4.4

Attainment levels: AT1.1–2, AT2.1–2, AT3.1–2

Language ladder levels:

Listening: Grade 1–2; Speaking: Grade 1–2;

Reading: Grade 1–2; Writing: Grade 2

Cross-curricular links

Citizenship

Key vocabulary

Presents: *un vélo* (bike), *un jeu* (a game), *un livre* (a book),

un ballon (a ball), *un Père Noël en chocolat* (chocolate

Father Christmas), *un œuf de Pâques* (Easter egg)

Language structures and outcomes

Qu'est-ce que tu veux [comme cadeau]? (What [present] would you like?)

Je voudrais [+ nom.] (I'd like [+ noun.])

1

Starter activity:
Encore des fêtes

5 mins

AT2.1

Materials

Unit 9 Flashcards 1–6 (Festivals)

Description

Starter game, using flashcards to revise French festivals and dates.

Delivery

- Divide the class into two teams.
- Hold up one flashcard to one of the teams and ask them to tell you which festival it is in French (*C'est quelle fête?*). Teams win one point if they name the festival correctly, and an extra point if they can tell you the date.
- Alternate questions between the two teams, and add up points at the end.

2

Presentation:
Les cadeaux

5–10 mins

AT1.1–2 O4.2
AT2.1–2 O4.3
AT3.1–2 L4.1
L4.3

Description

Play the animation to hear various presents presented, and Bof saying what he would like. Use the additional features to practise sound/spelling links and spelling. For more details on how to use Presentation activities, go to page viii.

Delivery

- Play the animation, pausing it after each present is presented. Pupils will hear the name of the object, then Bof will say that he would like that particular present, using the target structure (*je voudrais* + noun). The unwrapped present is shown in his thought bubble.
- Pupils repeat the object and target structure sentence.
- Repeat each item a couple of times to reinforce learning.
- Click on the play button to continue the animation and cover the other presents.

3

Oracy activity:
*Qu'est-ce que tu veux
comme cadeau?*

c.10 mins

AT2.2 O4.4

Description

Click on the audio icons on the left-hand side of the screen. Listen to the presents that Didier would like. Link the audio icons to the corresponding pictures.

Delivery

- Click on (or invite a pupil to click on) an audio icon. You will hear Didier say a present that he would like, using *Je voudrais*. Pupils must identify the present, then link the audio icon to the corresponding picture.
- Once pupils have listened to all four audio clips and linked them to the corresponding pictures, click on *Done* and their answers will be marked automatically. If all answers are correct, click on *Next* to move on to the next set of questions.
- If any answers are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

Extension

Make two teams. Each team takes it in turn to link an audio icon to the corresponding picture and scores a point for each correct answer.

4

Oracy activity:
C'est mon anniversaire

c.5–10 mins

AT1.2 O4.4
AT2.2

Materials

Units 1, 2, 4 and 5 Flashcards (nouns)

Description

Pupils use flashcard prompts to practise the target structure of *Je voudrais* + noun.

Delivery

- Quickly revise the nouns on the flashcards chorally.
- Stick the flashcards face down on the board.
- Invite a pupil to the front to take a flashcard off the board. Ask *Qu'est-ce que tu veux (comme cadeau)?* They must reply using *Je voudrais* + the noun on the card.
- Repeat several times with different pupils and cards.

5

Literacy activity:
Je voudrais...
c.10 mins

AT3.2 L4.1
L4.3

Description

Drag and drop words to build sentences describing what gifts you would like for different special occasions.

Delivery

- Ask pupils to come to the board and drag words into the gaps in the two sentences at the top of the screen.
- Once pupils have completed the two sentences, click on *Done* and their answers will be marked automatically.
- If correct, click on *Next* to move on to the next set of questions. If incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language if necessary.

Extension

Make two teams. Each team takes it in turn to make sentences, and scores a point for each correct answer.

6

Plenary activity:
Je voudrais un chat!
c.5 mins

AT1.2 O4.2

Materials

Units 1, 2, 4 and 5 Flashcards (nouns)

Description

Pupils run to the front of the class with their flashcard when they hear 'their' word called out.

Delivery

- Quickly hand out a few of the flashcards from the previous flashcard activity to pairs or small groups of pupils around the room.
- Make a sentence e.g. *Je voudrais [un chat]*. The pupil with the cat flashcard must come as quickly as they can to the front and stick their card on the board.
- Repeat as often as possible in the time allowed.

Support

If you find pupils have difficulty in remembering the nouns, go through some of the flashcards quickly to refresh their memories, asking *Qu'est-ce que c'est?* for each.

Context

Numbers 31–60

National criteria

KS2 Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3

Attainment levels: AT1.1–3, AT2.1, AT3.1–3

Language ladder levels:

Listening: Grade 1–3; Speaking: Grade 1;

Reading: Grade 1–3

Cross-curricular links

Numeracy, PE

Key vocabulary

Numbers 31–60

Language structures and outcomes

As above

1

Starter activity:
Le jeu des nombres

5 mins

AT1.1 O4.2
AT2.1 L4.1
AT3.1**Materials**

Pieces of paper with each of numbers 1 to 31 written on them, either as a numeral or a word.

Description

Starter game to give further practice of numbers 1–31.

Delivery

- Distribute the pieces of paper to pupils, randomly. If you have fewer than 31 pupils, give more than one piece of paper to more confident pupils.
- Pupils must look at their number and memorise it, without showing it to the others.
- Ask the pupil who has got number 1 to begin by shouting out their number. The rest of the class follows, saying their numbers in order. This can be in a military style if you wish.
- Once pupils are familiar with the game, repeat, this time as fast as possible.
- Try varying the game by having words instead of numerals on the pieces of paper.

2

Animated story:
La machine magique (2)

5–10 mins

AT1.2–3 O4.2
AT3.2–3 O4.3
L4.1
L4.2**Description**

Watch and listen to this animated story presenting the language for Lessons 3–4 (numbers up to 60 and imperatives). You can pause and rewind the story at any point.

Delivery

- This animated story can be used for both starter and plenary activities – the whole animation can be played at the end of the unit so that pupils can gauge their improved understanding.
- At this point pupils watch the second half of the story only; the first half is in Lesson 1.

Scene 2: Polly, Marine and Madame Moulin in the castle dungeon

- Before playing the scene, ask pupils to recap the first half of the animated story. Ask them if they think Madame Moulin is happy with the children.

- Freeze the screen on the opening scene so pupils can see that the children have been taken down to the basement/dungeon. Now ask the class what exercises they think Madame Moulin will make the children do as punishment.
- Play the rest of the scene through and ask if their predictions were correct.
- Summarise the scene together.

3

Presentation:
Les nombres 31–60

5–10 mins

AT1.1 O4.2
AT2.1 O4.3
AT3.1 L4.1
L4.3**Description**

Play the animation to hear and see the numbers 31–60 presented in sequence. Use the additional features to practise sound/spelling links and spelling. For more details on how to use Presentation activities, go to page viii.

Delivery

- Play the animation on Screen 1. Pupils will hear and see the numbers 31–40 presented in sequence. You can display the number words by clicking on the *show* text link. Use the pause button to focus on individual numbers. You can then practise pronunciation and spelling on Screens 2–4.
- The numbers 41–50 are then presented in the animation on Screen 5, with a focus on pronunciation and spelling on Screens 6–8.
- Finally, the numbers 51–60 are presented in the animation on Screen 9, with a focus on pronunciation and spelling on Screens 10–12. Use the Virtual Teacher on Screens 13–23 for further practice in pronouncing the individual sounds.
- Repeat each group of numbers a couple of times to reinforce learning.

Extension

- Divide the class into three groups. Each group must chant the numbers 31–40, 41–50, or 51–60, as in the presentation.

4 Oracy activity:
Qui gagne?
c.10 mins

AT1.1 O4.2
AT2.1 O4.4

Description

Identify which numbered dragon has won in a series of races, and practise numbers up to 60.

Delivery

- Click on the play button below the picture. Pupils will hear *Qui gagne? C'est quel numéro?* ('Who wins? Which number is it?'). They must look at the picture and say the number of the winning dragon.
- Then click on the audio icons. Pupils must select the audio icon that corresponds to the number of the winning dragon in the picture.
- Once pupils have made their selection, click on *Done* and their answer will be marked automatically.
- If correct, click on *Next* to move on to the next question. If incorrect, click on *Start again* for a second attempt.

Extension

- Make two teams. Each team takes it in turn to say which dragon wins, and scores a point for each correct answer.

5 Literacy activity:
C'est quel nombre?
c.10 mins

AT1.1 O4.2
AT3.1 O4.4
L4.1

Description

Listen to the audio and link the figures to the corresponding words.

Delivery

- Click on the audio icons on the left-hand side of the screen to hear the numbers.
- Pupils must link the figures on the left to the corresponding words on the right.
- Once pupils have linked all six figures to the corresponding words, click on *Done* and their answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.

Support

- Encourage pupils to play the audio clips as many times as necessary.

6 Plenary activity:
La marche des nombres
c.5 mins

AT2.1

Description

Pupils march or chant numbers military-style, as in this lesson's Language Presentation.

Delivery

- Quickly revise the target numbers orally as a class.
- Divide the class into three groups. Each group must chant – as they march, if space allows – their number group (31–40, 41–50, or 51–60).
- Swap groups/number groups and repeat, if time allows.

NB. You will need a large area (hall or playground) if you opt for the marching version of this activity!

Context

Giving and understanding instructions

National criteria

KS2 Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4

Attainment levels: AT1.1–2, AT2.1–2, AT3.1–2, AT4.1

Language ladder levels:

Listening: Grade 1–2; Speaking: Grade 1–2;

Reading: Grade 1–2; Writing: Grade 1

Cross-curricular links

Numeracy, Literacy, ICT

Key vocabularyInstructions: *touchez le nez/les pieds!* (touch your nose/feet!), *comptez!* (count!), *sautez!* (jump!), *levez les bras!* (raise your arms!), *hochez la tête!* (nod your head!)**Language structures and outcomes**

As above

1

Starter activity:
Levez-vous!

5 mins

AT1.2 O4.2
AT2.1**Materials**

Seven strips of paper with instructions written on

Description

Starter activity to revise instructions covered so far in the units.

Delivery

- Write down instructions pupils met in Unit 2 on seven separate strips of paper: *regardez* (look/watch), *levez-vous* (stand up), *asseyez-vous* (sit down), *écoutez* (listen), *écrivez* (write), *lisez* (read), *chantez* (sing).
- Choose a pupil to come to the front of the class and give them a strip of paper.
- The pupil must mime the action and other pupils have to guess quickly what the instruction is.
- The first pupil who correctly guesses the instruction comes to the front of the class and performs the next mime.
- Continue in the same way with all seven instructions, keeping the pace as brisk as possible.

2

Presentation:
Les ordres

5–10 mins

AT1.1–2 O4.2
AT2.1–2 O4.3
AT3.1–2 L4.1
L4.3**Description**

Play the animation to hear and see a presentation of new commands. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Play the animation. Pupils will see and hear Madame Moulin shouting orders at the children on screen, who will respond accordingly.
- Pupils should repeat the sentence each time they hear it, and copy the action. You can use the Virtual Teacher on Screens 2–9 to practise pronunciation.
- Repeat each item a couple of times to reinforce the language.

R

Knowledge About Language**Plurals**

- Focus on plural forms of nouns at this point. Pupils have already encountered *les yeux* and *les cheveux* in Units 3 and 7, so you can draw upon several different nouns that will be familiar to them.
- Write the words *le pied* and *les pieds* on the board, and ask pupils what they mean ('the foot' and 'the feet').
- Ask pupils to point out the differences between the two phrases which show that *les pieds* is plural. (*Les* is the word for 'the' when there is more than one of a noun, and there is an 's' at the end of the word.)
- Compare between English and French by asking how you usually form plurals in English (also by adding an 's').
- Ask pupils who have easily grasped this point if they can think of any exceptions to this rule in English. An immediate one is listed above ('foot/feet'). Explain that in French there are exceptions as well: *le bras/les bras* (already ends in an 's'), *le cheveu/les cheveux* (uses an 'x' instead) or the most extreme case, *l'œil/les yeux* (different words altogether!). They will learn more of these exceptions as they progress in French.

3

Oracy activity:
Quel ordre?

c.10 mins

AT1.2 O4.2
O4.4**Description**

Click on the audio icons. Listen to the commands and identify the one that describes the character's action.

Delivery

- Click on the play button to see the character performing an action. Click on the audio icons on the right-hand side of the screen to hear Madame Moulin giving different instructions.
- Pupils must decide which audio icon corresponds to the action the character is performing, then drag that audio icon into the box below the animation.
- Play the audio clips again, if necessary. Encourage pupils to repeat the instruction they hear.
- Once pupils have dragged the corresponding audio icon into the box, click on *Done* and their answer will be marked automatically. If correct, click on *Next* to move on to the next question.
- If incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

Extension

- Make two teams. Each team takes it in turn to answer a question and scores a point for each correct answer.

4 Oracy activity:
Jeu de rôle
c.5 mins

AT1.2 O4.2
AT2.2

Description

Pupils re-enact extracts from the Presentation activity to revise commands.

Delivery

- Ask pupils to tell you which commands Madame Moulin gives the children in the Presentation. Go through them, making sure the pupils understand which actions are required: *touchez le nez/les pieds!* (touch your nose/feet!), *comptez!* (count!), *sautez!* (jump!), *levez les bras!* (raise your arms!), *hochez la tête!* (nod your head!).
- Write the commands in French on the board as pupils remember them.
- Divide the class into small groups. Each group will act out Madame Moulin giving the children orders.
- One pupil takes on the role of Madame Moulin and the others must obey her orders.
- Encourage a brisk pace so that pupils have time to practise all the commands in the time allocated.

Support

- Be on hand to prompt the pupils if they have difficulty in remembering what the commands mean.

5 Song:
Sautez, sautez,
allez les enfants
10–15 mins

AT1.2 O4.1 L4.1
AT2.2 O4.2 L4.2
AT3.2 O4.3 L4.3

Description

Watch and listen to the interactive song practising numbers and orders. Choose either *Practice* or *Sing* mode: the former to go through the song line by line, the latter to sing it all the way through.

Delivery

- Play the first verse through, and ask pupils to join in with the actions.
- Pause the song and ask pupils to tell you and show you the actions from that verse.
- Play the remaining verses, asking pupils to join in with the actions and commands.
- Divide the class into three groups: each group is responsible for singing the numbers in a given verse. Quickly go through their numbers chorally. Go through the song all the way through: everyone joins in with the actions in each verse, and the individual groups sing their group of numbers.

Extension

- Divide the class into groups of 6–8 pupils.
- Each group performs its own version of the song.
- The other groups can award points to see which version was the best.

See the Introduction for more notes on the Song features.

6 Literacy activity:
L'affiche des nombres
10–15 mins

AT3.1 L4.1
AT4.1 L4.4

Materials

Paper, pencils and colour crayons; possibly computer Clip Art; Units 1, 2, 4 and 5 Flashcards – Nouns

Description

Pupils combine French numbers and nouns learned so far to make a number wall chart for the classroom.

Delivery

- Either prepare a list of numbers with nouns (e.g. *trente chats*), or ask pupils to choose their own combination (using the flashcards as prompts if you wish). If Clip Art isn't available, it may not be feasible to produce multiple pictures for the higher numbers, so you may want pupils simply to add the number in numerical and word form.
- Pupils then draw/write out their number + noun(s) on a piece of A4 card or paper.
- When everyone has finished, the papers can be taped together to make a wall display.
- NB. If preferred, the chart could be produced on computer, with pupils using Clip Art for visuals.

7 Plenary activity:
Bof dit...
c.5 mins

AT1.2 O4.2

Materials

Bof puppet

Description

Game based on 'Simon says', to practise giving and understanding instructions.

Delivery

- Go through the target instructions by saying them and performing the actions all together.
- Hold up the Bof puppet and explain the rules of the game: as 'Simon says', but each correct instruction will be preceded by *Bof dit* – the usual French game being *Jacques a dit...*
- Begin giving instructions. Pupils must only respond if the instruction is preceded by *Bof dit*, otherwise they are out of the game. The last pupil remaining in the game is the winner.

Extension

- In order to practise giving more polite instructions, leave out *Bof dit*, and pupils respond only if the instruction is followed by *s'il vous plaît*.
- Ask pupils who are out of the game to come to the front and help you give the instructions.

Unit 9

Extra!



Worksheet 1A

10–15 mins

AT2.1 L4.1
AT3.1 L4.3
AT4.1 L4.4

Description

Worksheet to give further practice in reading, writing, and saying names of festivals.

Notes

- Go through each picture orally as a whole-class activity, before giving pupils a couple of minutes to write in the names of the festivals.
- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

Answers

- le Nouvel An
 - la Fête des Rois
 - la Saint-Valentin
- Pâques
 - la Fête Nationale
 - Noël



Worksheet 1B

10–15 mins

AT2.1 L4.1
AT3.1 L4.3
AT4.1 L4.4

Description

Worksheet to give further practice in reading, writing and saying names of festivals.

Notes

- Go through each picture orally as a whole-class activity, before giving pupils a couple of minutes to write in the names of the festivals.
- If necessary, you can also do this question first as a class activity
- Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- le Nouvel An/le premier janvier
 - la Fête des Rois/le six janvier
 - la Saint-Valentin/le quatorze février
 - Pâques/c'est en mars ou en avril
 - la Fête Nationale/le quatorze juillet
 - Noël/le vingt-cinq décembre



Worksheet 2A

10–15 mins

AT3.1 L4.1
AT4.1 L4.4

Description

Worksheet to give further practice in reading, writing and saying names of presents.

Notes

- Go through each picture orally as a whole-class activity, before giving pupils a couple of minutes to write in the names of the presents.
- Monitor progress in Activity 2 as required.
- Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- un jeu vidéo
 - un ballon
 - un vélo
 - un père Noël en chocolat
- un œuf de Pâques
 - un livre
 - un chat
 - un CD



Worksheet 2B

10–15 mins

AT2.2 O4.4 L4.1
AT3.1 L4.3
AT4.1–2 L4.4

Description

Worksheet to give further practice in reading, writing, and saying names of presents.

Notes

- Go through each picture orally as a whole class-activity, before giving pupils a couple of minutes to write in the names of the presents.
- Monitor progress in Activity 2 as required.
- Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- un jeu vidéo
 - un ballon
 - un vélo
 - un père Noël en chocolat
 - un œuf de Pâques
 - un livre
 - un chat
 - un CD



Worksheet 3A

10–15 mins

AT2.1 L4.1
AT3.1 L4.3
AT4.1 L4.4

Description

Worksheet to give further practice in reading, writing and saying numbers.

Notes

- Go through each number orally as a whole-class activity, before giving pupils a couple of minutes to write in the numbers.
- Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- quarante et un
 - quarante-deux
 - quarante-trois
 - quarante-quatre
 - quarante-cinq
 - quarante-six
 - quarante-sept
 - quarante-huit
 - quarante-neuf
 - cinquante
- cinquante et un
 - cinquante-deux
 - cinquante-trois
 - cinquante-quatre
 - cinquante-cinq
 - cinquante-six
 - cinquante-sept
 - cinquante-huit
 - cinquante-neuf
 - soixante



Worksheet 3B

10–15 mins

AT2.1 L4.1
AT3.1 L4.3
AT4.1 L4.4

Description

Worksheet to give further practice in reading, writing and saying numbers.

Notes

- If necessary, go through each number orally as a whole-class activity before giving pupils a few minutes to write in the numbers.

Answers

- 1 41 **quarante et un**
 42 quarante-deux
 43 quarante-trois
 44 quarante-quatre
 45 quarante-cinq
 46 quarante-six
 47 quarante-sept
 48 quarante-huit
 49 quarante-neuf
 50 cinquante
- 2 a trente et un, trente-deux, trente-trois, **trente-quatre**
 b quarante-deux, quarante-quatre, quarante-six, **quarante-huit**
 c cinquante et un, cinquante-trois, cinquante-cinq, **cinquante-sept**
 d trente-six, trente-huit, **quarante**, quarante-deux
 e vingt et un, trente et un, **quarante et un**, cinquante et un



Worksheet 4A
10–15 mins

AT1.2	AT4.2	L4.1
AT2.2	O4.2	L4.3
AT3.2		L4.4

Description

Worksheet to give further practice in reading, writing and saying commands.

Notes

- 1 & 2 Go through each picture orally as a whole-class activity before giving pupils a few minutes to do the activities. Pupils can simply draw 'stick' people if they're not confident of their artistic ability!
- 3 Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- 1 a Comptez! c Sauttez!
 b Touchez la tête! d Levez les bras!



Worksheet 4B
10–15 mins

AT1.2	AT4.2	L4.1
AT2.2	O4.2	L4.3
AT3.2		L4.4

Description

Worksheet to give further practice in reading, writing and saying commands.

Notes

- 1 & 2 Go through each picture orally as a whole-class activity before giving pupils a few minutes to do the activities. Pupils simply just draw 'stick' people if they're not confident of their artistic ability!
- 3 Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- 1 a Comptez!
 b Touchez la tête!
 c Sauttez!
 d Tournez!
 e Touchez le nez!
 f Levez les bras!

Project work: Festivals

IU4.1

c.30–60 mins

Description

Pupils conduct research to find out about festivals celebrated in one of their twin towns.

Materials

Research tools such as the internet, library access, photographs, etc.

Delivery

- Ask pupils if they know which town(s) their hometown is twinned with. Tell them if necessary!
- Ask them how they could find out about festivals that people in this town celebrate (e.g. library, internet, talking to people).
- If pupils are from a different cultural background, they may wish to talk about a festival particular to their culture/religion.
- Pupils are then given the opportunity to do some research and write up a short report on what they have discovered. Encourage them to add captions to any pictures, in French where possible.

Extension

- Pupils could prepare a short presentation, individually or in pairs/small groups, about their project. Their work could then be displayed around the classroom.