

French	English	Activities/Resources	Benchmarks	Assessment
		<p>Lesson 1: Learning to read French words</p> <p>L.I. To practise using French phonics to read French words.</p> <p><u>Where is French spoken?</u> Review the slide about where French is spoken. To go into greater detail, if you have access to Twinkl, they have a PowerPoint called "French Speaking Countries" that goes into a bit more detail by area.</p> <p><u>French Pronunciation</u></p> <p>Use the PowerPoint French Pronunciation Trapdoor Escape Room, to introduce the basic French sounds to help. Pupils will use the phonics key to pronounce syllables and blend them to make words.</p> <p>https://tinyurl.com/ywf48bdz</p> <p>In the PowerPoint there are a couple of slides with words (and the phonics key) for you to work through with the class before letting the class try Roll and Read Dice Game.</p> <p>https://tinyurl.com/u68cve8a</p> <p>Print the Roll and Read Dice Game French Pronunciation which is in the Pronunciation PowerPoint. Photocopy 1 page between 2 pupils. Pupils will need a dice which they will roll 2 times to get coordinates to locate a word to try to practise using the key on the page.</p> <p>After pupils have had a chance to practise in pairs, try a class game of Trapdoor to practise French pronunciation together. There are 2 games in the PowerPoint. The first one has just words. The second has in sentences.</p> <p>Trapdoor is brilliant for a) memory and b) speaking (repetition with a reason!)</p>	<p>Applies knowledge of sounds/phonics in the target language to support pronunciation and understanding of words, sounds, letters and patterns to read familiar words in texts and attempts unfamiliar words and phrases with increasing confidence and accuracy.</p>	

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		<p>Instructions: Teacher chooses one answer for each section and children take turns (either random choosing or take volunteers) to get to the end. Each time someone falls through 'la trappe' (trapdoor) the next person has to go back to the start and remember everything that was right (and avoid the wrong ones!). Each time, pronunciation should get better and better.</p> <p>Or pupils can play it in pairs. Each chooses an option for each section and keeps them a secret. One starts by choosing and reading from first section, trying to guess choices. Each time they make a choice, the partner either nods or shakes his/her head. If the choice is wrong, play passes to the partner who starts the same process. If it is the right choice, the pupil gets to continue. The aim is to get to the end first. Each someone falls from the trapdoor, he/she has to start from the beginning again. As the answers are still the same, pronunciation should get better and better. Whoever gets to the end first, is the winner.</p>		
		<p>Lesson 2: France: Geography</p> <p>Using the PowerPoint called 'French Geography and Weather', explore France's geography.</p> <p>https://tinyurl.com/yvt8fsp6</p> <p>L.I. To describe where France is located. L.I. To describe France's general physical features.</p> <p>Using the PowerPoint, explore where France is located in relation to Scotland, its size and shape, its borders and topography (including mountains and rivers).</p> <p>French Geography Challenge</p> <p>In the PowerPoint, the worksheet displayed is the one that I would expect most to be able to complete. Working in pairs, pupils read clues and find out the names of the different cities, bodies of water and countries on the map.</p>	Can describe France's general physical features and location.	

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		<p>There are also 2 other worksheets included that may suit some other pupils who find the one in the PowerPoint too challenging.</p> <p>Challenge: https://tinyurl.com/39j3p6vt</p> <p>Middle: https://tinyurl.com/2mv77vcw</p> <p>Easy: https://tinyurl.com/skz7cjmd</p>		
<p>Ecoutez Répétez Écrivez</p> <p>en été au printemps en automne en hiver</p> <p>Quel temps fait-il? en France Il fait beau. Il fait mauvais. Il fait chaud. Il fait froid. Il fait du soleil. Il fait du vent. Il pleut. Il neige. Il y a des nuages.</p>	<p>Listen Repeat Write</p> <p>in the Summer in the Spring in the Autumn in the Winter</p> <p>What's the weather like? in France It's nice weather. It's bad weather. It's warm weather. It's cold weather. It's sunny. It's windy. It's raining/it rains. It's snowing/it snows. It is cloudy.</p>	<p>Lesson 3:</p> <p>Use the PowerPoint called 'French Geography and Weather'.</p> <p>https://tinyurl.com/yvt8fsp6</p> <p>L.I. To learn about the climate and weather in France. L.I. To describe the weather in French.</p> <p>Using the PowerPoint, introduce the term 'climate' and watch a short clip about climate from BBC Teach.</p> <p>https://www.youtube.com/watch?v=Ob8zzXjDfc4</p> <p>In the PowerPoint you will learn about France's climate, seasons and general weather before learning the vocabulary for the seasons and the weather patterns.</p> <p>After learning the weather phrases, play a game of 'Detective' which is also found in the PowerPoint called</p>	<p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.</p> <p>Participates in paired speaking activities and role-plays with support, for</p>	

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		<p>'French Geography and Weather'. Time to guess the weather forecast for today!</p> <p>How to play 'Detective'</p> <p>The first slide has the vocabulary for support. When more confident, the class can use slide 2 for a challenge. Leader chooses 2 different weather patterns for today's forecast in Mexico. Pupils take turns guessing the 2 different weather patterns. Leader replies 0, 1, 2 to inform if any of the guesses were correct. Everyone has to listen to what the previous guesses were so they can choose wisely. For more of a challenge use the slide without the weather vocabulary words!</p> <p>The Weather Race Game</p> <p>https://tinyurl.com/v2u8cm8r</p> <p>Using the printable weather game, in pairs or trios, pupils practise saying the weather phrases orally while racing to their French destination.</p>	<p>example, from pictures or symbols.</p>	
<p>Quel temps fait-il? en France?</p> <p>à + <u>city</u></p>	<p>What is the weather like? in France.</p> <p>in <u>city</u></p>	<p>Lesson 4: Using the PowerPoint called 'French Geography and Weather', review how to say the weather vocabulary with a game of Detective.</p> <p>https://tinyurl.com/yvt8fsp6</p> <p>Leader chooses 2 different weather patterns for today's forecast in Mexico. Pupils take turns guessing the 2 different weather patterns. Leader replies 0, 1, 2 to inform if any of the guesses were correct.</p> <p>Photocopy 'Partner Weather Talking and Listening Activity'.</p> <p>https://tinyurl.com/pkd5v5uw</p>	<p>Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols.</p>	

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		<p>L.I. To describe the weather in French.</p> <p>Quel temps fait-il + à + city?</p> <p>Each pair will require one sheet for Partner A and one sheet for Partner B. Also, display the first page from the file called 'Describing the Weather in French' on the board (or print it one between 2) to help them throughout the activity.</p> <p>Working in pairs, pupils will ask each other Quel temps fait-il + à + city?</p> <p>The other partner will answer using the weather icons to describe the weather to their partner. Fill in the missing weather by drawing the corresponding weather icon.</p> <p>Weather Worksheets Print and photocopy the Weather Vocabulary worksheets (1 per pupil). Pupils can work in pairs or independently to complete the matching and hidden word worksheets.</p> <p>https://tinyurl.com/yfc54w6j</p> <p>You can either mark them or share the answers on the PowerPoint with the pupils to self/peer assess.</p>	<p>Uses context clues to read and understand the meaning of texts</p>	

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			Uses context clues to read and understand the meaning of texts	
<p>un tee-shirt une chemise un pantalon une jupe un short un jean une robe un chapeau des gants des chaussures des bottes un casquette</p> <p>rouge jaune rose orange marron bleu vert blanc noir violet gris</p> <p>Je J' Tu Il</p>	<p>a t-shirt a shirt trousers a skirt shorts jeans a skirt a hat gloves shoes boots a cap</p> <p>red yellow pink orange brown blue green white black purple grey</p> <p>I I (before a word beginning with vowel or the letter 'h')</p> <p>You He</p>	<p>Lesson 5: Clothing</p> <p>Using the PowerPoint, French Geography and Weather, introduce clothing vocabulary. https://tinyurl.com/yvt8fsp6</p> <p>L.I. To name and describe clothing using colours. L.I. To say what someone is wearing.</p> <p>Use the PowerPoint to introduce the clothing vocabulary. Use the sound files to support correct pronunciation if needed.</p> <p>Play a game of 'Pointless' (PowerPoint) to practise the vocabulary. Instructions are in the PowerPoint.</p> <p><u>Using adjectives in French</u></p> <p>Adjectives must agree with the noun that they describe in GENDER (masculine or feminine) and NUMBER (singular or plural). Colours are adjectives and in French colour adjectives go after the noun they describe.</p> <p>une chemise rouge (the red shirt) un tee-shirt bleu (the blue t-shirt)</p> <p>Practise the colours with a song to the tune of "Frère Jacques" using the words and sound file in the PowerPoint.</p>	<p>Identifies parts of speech such as nouns, adjectives, adverbs, verbs after discussion in English.</p> <p>Participates actively in songs, rhymes and poems in the target language.</p> <p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text.</p>	

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<p>Elle</p> <p>Je porte Tu portes Il porte Elle porte</p>	<p>She</p> <p>I wear/am wearing You wear/are wearing He wears/is wearing She wears/is wearing</p>	<p>Look at the singular colour adjectives in French. Note that rouge, jaune, rose, orange and marron are to describe masculine or feminine singular nouns. Bleu, vert, blanc, noir, violet and gris change in the feminine to bleue, verte, blanche, noire, violette and grise.</p> <p>To make colour adjectives plural, choose the correct gender for your adjective (remember it depends on the gender of the noun you are describing), then add 's'. Exceptions are 'orange' and 'marron' which never change in singular or plural, masculine or feminine. 'Gris' is an exception in the masculine plural, as 'gris' stays the same for masculine singular or plural.</p> <p>Introduce the French Subject Pronouns using the PowerPoint.</p> <p>Introduce the verb PORTER (to wear) and look at how the verb 'PORTER' changes according to who is doing the action (wearing). Show them 1st, 2nd and 3rd person singular.</p> <p>Dress-up Sentence Builder activity (printable)</p> <p>https://tinyurl.com/kkuazjt9</p> <p>In pairs, pupils take turns rolling a dice to make sentences, and can practise writing some in a jotter/whiteboard.</p> <p>To play: Roll a 6-sided dice 2 times and add them together to find out which item of clothing the French runway model is wearing. Example: You roll a 9 and a 1, then add them to get 10. (une robe) Repeat the dice roll and add them together to get the colour of the clothing item. Example: You roll a 4 and a 3, then add them to get 7. (bleue). Now say your sentence: Le modèle porte une robe bleue.</p>	<p>Works collaboratively in speaking tasks in the target language.</p> <p>Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols.</p>	
		<p>Lesson 6: Clothing</p>		

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		<p>Using the PowerPoint, French Geography and Weather, learn about French fashion.</p> <p>https://tinyurl.com/yvt8fsp6</p> <p>L.I. To describe how French fashion icon Coco Chanel changed the world.</p> <p>Use the slideshow to talk about how France is one of the world's fashion capitals. Show pupils the Dior and Chanel videos introducing fashion lines before moving onto introducing Gabrielle Chanel, who is better known as 'Coco Chanel'.</p> <p>Coco Chanel Reading and Video Comprehension</p> <p>Reading Comprehension https://tinyurl.com/55bz5bzv</p> <p>Video available to download if you wish. Also available on YouTube as per link on the worksheet & PowerPoint. https://tinyurl.com/yjz4fja6</p> <p>Pupils can work in pairs for this activity if you wish. Print page 2 and 3 of the file and distribute to pupils. You can either read the passage aloud, or print 1 so that pupils can read it at their desks. Once everyone has had a chance to read it, ask them to read over the questions on pages 2 and 3 so that they can listen carefully for answers when watching the video about how Coco Chanel changed the world.</p> <p>Discuss answers together as a class after pupils have finished.</p>		
		<p>Optional Task: Coco Chanel Hat Design Challenge</p> <p>PowerPoint Chanel Hat Design Challenge</p> <p>https://tinyurl.com/y5f4uc94</p>		

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		<p>The separate PowerPoint provides some background on Coco Chanel's start-up as a hat designer and includes a challenge to design a paper hat in pairs. This design activity would have to be done over more than one day to allow time for decorating the hats.</p>		
<p>le passerelle</p> <p>Le modèle porte</p> <p>Le'e modèle s'appelle</p> <p>et aussi Il Elle</p> <p>Je porte Tu portes Il porte Elle porte</p>	<p>the catwalk</p> <p>The model is wearing/wears</p> <p>The model is called</p> <p>and also He She</p> <p>I wear/am wearing You wear/are wearing He wears/is wearing She wears/is wearing</p>	<p>Lesson 7: Clothing</p> <p>Using the PowerPoint, French Geography and Weather, practise clothing vocabulary and the verb PORTER (to wear). https://tinyurl.com/yvt8fsp6</p> <p>Using the PowerPoint, review the clothing with a game of 'Poisoned Apple' Clothing Game (PowerPoint). Practise the pronunciation of the clothing vocabulary.</p> <p>CATWALK CHALLENGE</p> <p>Remind pupils of how to use the verb 'PORTER' (to wear), looking at the different forms (conjugations) that the verb takes when used with 1st, 2nd and 3rd person singular.</p> <p>Activity, dress 'le modèle' and prepare a catwalk announcement.</p> <ul style="list-style-type: none"> • Use the paper doll templates. Give it a name. Le modèle s'appelle + Name • Use the paper clothing templates to design (add colour, etc) clothes and shoes for your model. https://tinyurl.com/aaunc5j4 • Describe the clothing using colour adjectives. • Using the Sentence Builder game to help you to describe what your model is wearing. • There is an example of an announcement in the PowerPoint. 	<p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce written text in the target language.</p> <p>With support from reference materials, produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order.</p> <p>Produces written work in the target language which is mostly accurate in terms of:</p> <ul style="list-style-type: none"> • Punctuation • Spelling • Accents <p>Pronounces familiar words clearly to support communication.</p>	

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<p>Écoutez et répétez les mois de l'année</p> <p>janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p>	<p>Listen and repeat the months of the year</p> <p>January, February, March, April, May, June, July, August, September, October, November, December.</p>	<p>Pupils can show their model and read their catwalk announcement to the class.</p> <p>Lesson 8: The Months of the Year</p> <p>L.I. To say the months of the year in French.</p> <p>https://tinyurl.com/sbyyzknm</p> <p>Using the PowerPoint, French Festivals, pupils will learn how France was part of the Roman Empire and how the names of the months of the year are mostly been derived from Latin. They will learn how the Early Roman Calendar only had ten months of the year, starting with March and ending in December. The Romans added January and February to the Julian Calendar, pushing March to 3rd month of the year, and so on. This explains why months like September which is derived from the Latin word for seven, 'septem', no longer is in the 7th month position, but been pushed on to be the ninth month of our modern Gregorian Calendar.</p> <p>Introduce the months of the year in French asking them to listen and repeat after you. Use the sound files to support you if required.</p> <p style="text-align: center;">“Écoutez et répétez les mois de l'année.”</p> <p>Note that the months of the year and the days of the week are NOT capitalised.</p> <p>Months of the Year song Learn the Alain le Lait song: Les Mois de l'Année https://www.youtube.com/watch?v=7_u2SigckNQ</p> <p>Play a game of 'Detective' or 'Poisoned Apple' Month Game (PowerPoint) to practise the pronunciation and remember the months of the year vocabulary. Rules are in the PowerPoint.</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.</p> <p>Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text.</p> <p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Uses context clues to read and understand the meaning of texts</p> <p>Participates actively in songs, rhymes and poems in the target language.</p>	

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		<p>Months of the Year Hidden Word (Printable)</p> <p>https://tinyurl.com/45sxtkmb</p> <p>Photocopy 1 per pupil.</p> <p>Pupils read the French clue (which are the months of the year in English) and write the corresponding month in French. A word bank is included on the activity sheet.</p> <p>The hidden word reveals: "AFGHANISTAN & IRAN".</p> <p>You can either mark them or share the answers on the PowerPoint with the pupils to self/peer assess.</p>		
un deux trois quatre cinq six sept huit neuf dix onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt vingt-et-un vingt-deux vingt-trois vingt-quatre vingt-cinq	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25.	<p>Lesson 9: Birthdays</p> <p>Use the PowerPoint, French Festivals.</p> <p>https://tinyurl.com/sbyyzknm</p> <p>L.I. To say when our birthday is in French.</p> <p>In order to say our birthdays, we need to practise our numbers to 31. If pupils have completed L3 topic in P5 and P6, this is review.</p> <p>Display the number 1-31 on the slide. Count up as a class. Use the sound files to support correct pronunciation if required.</p> <p>Play a class game of Higher or Lower.</p> <p>Ask a child to sit in the 'hot seat' and hold a number card between 0 and 31 above their head (or write it on a whiteboard to hold above their head). If you have the head bands that hold cards for this or just hold it. The person in the hot seat has to guess a number in French. Display the French numbers on the board to support the class during this game.</p>	<p>Participates actively in songs, rhymes and poems in the target language.</p> <p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.</p> <p>Works collaboratively in speaking tasks in the target language.</p> <p>Participates in paired speaking/writing activities</p>	

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<p>vingt-six vingt-sept vingt-huit vingt-neuf trente trente-et-un</p> <p>C'est quand <u>ton</u> anniversaire?</p> <p><u>Mon</u> anniversaire c'est le <u>number</u> + <u>month</u>.</p> <p>premier</p> <p>Joyeux anniversaire!</p>	<p>26. 27. 28. 29. 30. 31.</p> <p>When is <u>your</u> birthday?</p> <p><u>My</u> birthday is the <u>number</u> of <u>month</u>.</p> <p>first (used instead of 'un' for dates)</p> <p>Happy birthday!</p>	<p>The class must give a clue 'plus haut' or 'plus bas' (higher/lower). If they get it right, they can say, 'Oui', 'Correct' or 'Exact!'. When class confident at playing it, then children could play in partners writing a secret number on a whiteboard or in a notebook and challenge each other to see who can guess the number in the least number of turns.</p> <p>Use the PowerPoint to review the Months of the Year vocabulary with a game of 'Detective' or 'Poisoned Apple' Month Game.</p> <p>Saying your birthday</p> <p>Introduce the question and answer. C'est quand <u>ton</u> anniversaire? and <u>Mon</u> anniversaire c'est le <u>number</u> + <u>month</u>.</p> <p>Look at the formula together which includes the numbers and months all on one slide. Point out to the pupils that instead of saying 'un' for the 'first' of the month, the word 'premier' is used. They might be familiar with the word from a movie 'premiere' meaning 'first showing'.</p> <p>Look at the birthday examples for some famous French people on the PowerPoint.</p> <p>Joyeux Anniversaire – Happy Birthday (song) Have a go at learning how to sing Happy Birthday in French using the YouTube link.</p> <p>Sentence Builder Birthday Game (printable) https://tinyurl.com/hd54bdum</p> <p>In pairs, pupils play the Birthday Game. You will need a dice, 2 counters and a printed game board between 2.</p>	<p>and role-plays with support, for example, from pictures or symbols.</p>	

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		<p>To play, roll a six sided dice and move along the board (DÉBUT means 'START'). The number you land on is the date of your birthday for your sentence. Then use your month chart to find the month of your birthday for your sentence. If the number you landed on was odd, use the top row. If the number was even, use the bottom row. Ex: If you rolled 5 and you landed on '10' you would use the month of 'novembre' because '10' is even and it is under the 5 that you rolled to move along the board. You would then say: Mon anniversaire c'est le DIX (10) NOVEMBRE. If you land on 'JOYEUX ANNIVERSAIRES' you say your actual birthday.</p> <p>Beauty and the Beast Birthday Worksheets Print and photocopy Beauty and the Beast Birthday Worksheet (1 per pupil). Pupils can work in pairs or independently to complete the matching and hidden word worksheets.</p> <p>https://tinyurl.com/4s82cdj</p> <p>Mark them or share the answers on the PowerPoint with the pupils to self/peer assess.</p>		
		<p>Lesson 10: French Festivals</p> <p>Use the PowerPoint French Festivals to explore some of the main holidays/festivals celebrated in France.</p> <p>https://tinyurl.com/sbyyzknm</p> <p>L.I. To write the date in French.</p> <p>French Holiday Writing the Date Worksheet</p> <p>https://tinyurl.com/36n8y24t</p> <p>L.I. To write the date in French.</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.</p> <p>With support from reference materials,</p>	

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		<p>Pupils have already been practising how to write the date in relation to birthdays. They are going to practise writing the dates of some French holidays using the grammar structure (formula):</p> <p style="text-align: center;">le + number + month</p> <p>Dates are written in LOWERCASE.</p> <p>Print the file called French Holiday Writing the Date Worksheet.</p> <p>Photocopy the chart 1 between 2. Photocopy the 1 worksheet per pupil.</p> <p>Pupils should work independently while sharing the dates chart to complete their own worksheet. Answers are in the file and also on the PowerPoint for peer/self-assessment.</p>	<p>produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order.</p> <p>Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce written text in the target language.</p>	
<p>une crêpe du fromage du jambon un oeuf</p>	<p>a crepe cheese ham an egg</p>	<p>Lesson 11: Le Chandeleur</p> <p>L.I. To describe why Candlemas is celebrated by Christians on the 2nd of February. L.I. To say how the French people celebrate Candlemas (Le Chandeleur)</p> <p>Use the PowerPoint French Festivals. https://tinyurl.com/sbyyzknm</p> <p>A few children might be aware of the Candlemas. It is the Christian 'festival of lights'.</p> <p>The PowerPoint talks about the Jewish tradition of parents presenting male infants to the Temple 40 days after their birth. The 2nd of February is 40 days after Jesus was born.</p> <p>Pupils will also learn the story which Christians tell at Candlemas. (Simeon)</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.</p>	

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		<p>Candlemas occurs on the midway point between the Winter Solstice and the Spring Equinox. There are many weather proverbs about Candlemas.</p> <p>In the USA & Canada Groundhog Day celebrations are held to determine if winter will stick around for 6 more weeks or if spring will come early.</p> <p>Now look at how 'Le Chandeleur' is celebrated in France and why they eat crêpes in France for le Chandeleur.</p> <p>Ask pupils what sorts of things they might put on a crêpe.</p> <p>Activity:</p> <p>If you have the budget, you could purchase some pre-made crêpes from the supermarket and some toppings (or use the recipe in the PowerPoint to make your own) to allow pupils to try them!</p> <p>Worksheet – Le Chandeleur Word Search</p> <p>https://tinyurl.com/f4bu58e8</p> <p>Print and photocopy 1 page per pupil. Pupils need to use the knowledge that they have gained from the PowerPoint to find the answers to the clues so that they can search for the words in the puzzle. Allow pupils to work in pairs to support each other if you wish.</p> <p>Display answers found in the PowerPoint for self-assessment.</p>		
<p>la nourriture et les boissons</p> <p>un</p> <p>une</p> <p>le</p>	<p>the food and the drinks</p> <p>a/an (masculine singular)</p> <p>a/an (feminine singular)</p> <p>the (masculine singular)</p>	<p>Lesson 12: Food & Drinks</p> <p>Use the PowerPoint French Festivals.</p> <p>https://tinyurl.com/sbyyzknm</p> <p>L.I. To say what food/drink you would like.</p>	<p>Applies knowledge of sounds/phonics in the target language to support pronunciation and understanding of words, sounds, letters and patterns to read familiar words in texts and attempts</p>	

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<p>la</p> <p>l'</p> <p>les</p> <p>Je voudrais...</p> <p>une salade une pomme une banane une orange</p> <p>des crêpes des oeufs du fromage des saucisses du boeuf du porc du poulet de la viande du jambon du poisson des legumes du chocolat de la glace des fruits du raisin du jus d'orange du jus de pomme du thé du café du lait de l'eau</p> <p>Qu'est-ce que tu veux?</p>	<p>the (feminine singular)</p> <p>the (masc/fem singular before noun beginning with vowel or 'h').</p> <p>the (plural)</p> <p>I would like...</p> <p>a salad an apple a banana an orange</p> <p>(some) crepes (some) eggs (some) cheese (some) sausages (some) beef (some) pork (some) chicken (some) meat (some) ham (some) fish (some) vegetables (some) chocolate (some) ice cream (some) fruit (some) grapes (some) orange juice (some) apple juice (some) tea (some) coffe (some) milk (some) water</p> <p>What do you want?</p>	<p>Now that pupils have learned about crêpes and thought about what could go inside, let's learn some French food/drink vocabulary.</p> <p>Nouns:</p> <p>Like in Spanish, in French all nouns are either masculine or feminine. The pointing words (articles) 'a/an' and 'the' tell us whether the noun is masculine or feminine.</p> <table border="1" data-bbox="853 488 1429 695"> <thead> <tr> <th></th> <th>Singular</th> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>a/an</td> <td>the →→→</td> <td>the</td> </tr> <tr> <td>Masculine</td> <td>un →</td> <td>le →→→ l' →→→</td> <td>les les</td> </tr> <tr> <td>Feminine</td> <td>une →</td> <td>la →→→ l' →→→</td> <td>les les</td> </tr> </tbody> </table> <p>'le' and 'la' contract to 'l' with nouns that begin with a vowel and MOST words that begin with H. le eau → l'eau la orange → l'orange</p> <p>Look at the slide that shows the change between a/an ← → the</p> <p>Introduce 'Je voudrais' (I would like).</p> <p>Discuss how in English we might say: I would like 'an orange', 'a milkshake'. In French they do the same, using indefinite articles (a/an/one) = un/une.</p> <p>Introduce the foods/drinks that we might say with a 'specific' quantity (in this case, 'a/an/one'). These will all begin with 'un' or 'une'</p> <p>Sometimes in English we might express that we want a 'vague' quantity of something. For example:</p>		Singular	Singular	Plural	English	a/an	the →→→	the	Masculine	un →	le →→→ l' →→→	les les	Feminine	une →	la →→→ l' →→→	les les	<p>unfamiliar words and phrases with increasing confidence and accuracy.</p>	
	Singular	Singular	Plural																	
English	a/an	the →→→	the																	
Masculine	un →	le →→→ l' →→→	les les																	
Feminine	une →	la →→→ l' →→→	les les																	

French	English	Activities/Resources	Benchmarks	Assessment																
<p>Je voudrais... S'il te plait...</p> <p>Avec ma crêpe, je voudrais... et</p>	<p>I would like... Please...</p> <p>With my crêpe, I would like... and</p>	<p>I would like 'some rice' OR I would like 'rice'.</p> <p>When you want to say 'some' of something or 'some' is implied (even though you've not said/written it), in French you will use the word 'DE' + the definite article (the): (le, la, l' or les)</p> <p>Show pupils how DE combines with LE, LA, L' & LES</p> <table border="1" data-bbox="853 456 1462 903"> <thead> <tr> <th></th> <th>some/ any/ -----</th> <th>the</th> <th>DE + LE, LA, L', LES</th> </tr> </thead> <tbody> <tr> <td>masculine singular</td> <td>DE</td> <td>+ le + l'</td> <td>de + le → du de + l' → de l'</td> </tr> <tr> <td>feminine singular</td> <td>DE</td> <td>+ la + l'</td> <td>de + la → de la de + l' → de l'</td> </tr> <tr> <td>masculine/ feminine plural</td> <td>DE</td> <td>+ les + les</td> <td>de + les → des de + les → des</td> </tr> </tbody> </table> <p>Look at the slide that shows the change between the ← → some</p> <p>Now Introduce the foods/drinks that we might say referring to a 'vague' quantity (eg. 'some'). These will all begin with: du de la de l' des</p> <p>Play 'Detective' – The Crêpe Cart is out of 2 items. What are they?</p>		some/ any/ -----	the	DE + LE, LA, L', LES	masculine singular	DE	+ le + l'	de + le → du de + l' → de l'	feminine singular	DE	+ la + l'	de + la → de la de + l' → de l'	masculine/ feminine plural	DE	+ les + les	de + les → des de + les → des	<p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.</p>	
	some/ any/ -----	the	DE + LE, LA, L', LES																	
masculine singular	DE	+ le + l'	de + le → du de + l' → de l'																	
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French	English	Activities/Resources	Benchmarks	Assessment
		<p>To practise all of the food/drinks just introduced, there are 3 different game boards. Full instructions are in the PowerPoint. Choose 2 foods to be the ones that the crêpe cart is out of. Then class has to guess 2 foods at times. Tell them if they got 0, 1, or 2 right. There are different game boards. When pupils are ready for the challenge, use the game board without the words.</p> <p style="text-align: center;">Avec Ma Crêpe Printable Game</p> <p>https://tinyurl.com/338cx3b4</p> <p>Instructions:</p> <p>Print 1 between 2-4 people.</p> <p>This is a list game and is played like 'I went to the moon and I am taking...'</p> <p>In groups of 2-4, each person takes a turn, beginning by saying the phrase "Avec mon crêpe je voudrais ___." Each person has to repeat what the people before said and add 1 more food or drink to their 'crêpe'. If you make a mistake, you're out and have to try and catch others out.</p> <p>Look at the example with the class together (highlighted in yellow on the game board). Remind pupils that 'et' means 'and'. You might choose to do a few practise examples together before letting them try it themselves. Alternatively, you could do this as a whole class for lots of laughter.</p>	<p>Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols.</p>	
		<p>Lesson 13: Food and Drinks</p> <p>Use the PowerPoint French Festivals</p> <p>https://tinyurl.com/sbyyzknm</p> <p>L.I. To say what food/drink you would like.</p>	<p>Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.</p>	

French	English	Activities/Resources	Benchmarks	Assessment
		<p>In the PowerPoint, review the foods and drinks from the last lesson with a game of La Pomme Empoisonnée (Poisoned Apple). There are 2 different game boards and instructions in the PowerPoint.</p> <p>La Chandeleur Hidden Word Puzzle Worksheet Print and photocopy the Le Chandeleur Hidden Word Puzzle worksheets (1 per pupil). Pupils can work in pairs or independently to complete the hidden word worksheets. https://tinyurl.com/eep6nu2p</p> <p>You can either mark them or share the answers on the PowerPoint with the pupils to self/peer assess.</p>	<p>Uses context clues to read and understand the meaning of texts.</p>	
<p>Le Carnaval La Carême Mardi Gras</p>	<p>Carnival Lent Shrove Tuesday (Fat Tuesday)</p>	<p>Lesson 14: Carnival & Mardi Gras</p> <p>L.I. To discover the origins of the Christian festivals of Carnival and Mardi Gras.</p> <p>https://tinyurl.com/sbyyzknm</p> <p>Using the PowerPoint French Festivals learn about the origins of Carnival and Mardi Gras and how they are linked to Lent.</p> <p>Here is a link to a video by children about what is Lent which you may use; however, the PowerPoints have enough information to inform pupils about Lent:</p> <p>https://www.youtube.com/watch?v=-4ZuiMdCH7w</p> <p>The PowerPoint also talks about what Lent is and how it is observed nowadays.</p> <p>The word 'Carnival' (the period of merriment prior to Lent) comes from the Latin "carne levare" which means "away with meat." This is because Catholic Christians are not supposed to eat meat during Lent. In French, the word for Carnival is "Le Carnaval".</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.</p>	

French	English	Activities/Resources	Benchmarks	Assessment
		<p>Carnival can be traced back to ancient Rome in Italy where before Christianity people worshipped the Roman gods and goddesses. It is believed the Carnival has its roots in pagan celebrations, possibly linked to a festival called Saturnalia. But when Rome embraced Christianity in AD 313, the church decided to keep some aspects of the pagan rituals, rather than abolish them altogether. It is believed that Carnival is one of these pagan rituals that were adopted by the church.</p> <p>As Christianity spread throughout the Roman Empire, Carnival customs followed. In 1582, Pope Gregory the XIII officially added Carnival as the pre-Lenten celebration to the newly reformed Gregorian calendar.</p> <p>The Origins of Carnival Matching Worksheet</p> <p>https://tinyurl.com/x7vwfbcd</p> <p>Print and photocopy the Origins of Carnival Matching worksheets (1 per pupil). Pupils can work in pairs or independently to complete the hidden word worksheets.</p> <p>Pupils can self/peer assess with answers on the PowerPoint.</p>		

French	English	Activities/Resources	Benchmarks	Assessment
<p>les galettes des rois la boulangerie la pâtisserie le supermarché Le Carême Mardi Gras Le Pâques Le Roi est mort ! Vive le Roi !</p>	<p>the King Cake the bakery the pastry shop the supermarket Lent Shrove Tuesday Easter The King is dead! Long live the King!</p>	<p>Lesson 15: Carnival in France</p> <p>L.I. To describe the events during Carnival in France. https://tinyurl.com/sbyyzkrm</p> <p>Using the PowerPoint French Festivals, pupils will examine the timeline from the 6th of January to Easter Sunday and learn about the Carnival in Nice.</p> <p>The Carnival season begins on the 6th of January (Epiphany) and ends on Mardi Gras (Shrove Tuesday). Ash Wednesday is the first day of Lent (La Carême).</p> <p>In France it is traditional to have the King's Cake to begin the Carnival season on Epiphany (6th January).</p> <p>Share the PowerPoint to learn about Carnival in France, Nice Carnival, The Carnival King, Political Satire and Bataille des Fleurs. There are videos of the Le Bataille des Fleurs and Nice Carnival. Learn about how the King is burned at the end of the festival to make way for the new king to ascend the carnival festivities the following year.</p> <p>Reading Comprehension</p> <p>Reading: https://tinyurl.com/382y8zxs Question: https://tinyurl.com/a2r3x29n</p> <p>Print and photocopy "Le Carnaval et Mardi Gras Euroclub Schools Reading Comprehension Text" 1 between 2. Print and photocopy the question sheet in file called "Le Carnaval et Mardi Gras Euroclub Schools Reading Comprehension" 1 per pupil.</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.</p>	

French	English	Activities/Resources	Benchmarks	Assessment
		<p>Allow pupils to read and complete the questions in pairs or independently. Go over answers together as a class orally and allow peers to self-mark.</p> <p>Lesson 16: Carnival in Schools</p> <p>L.I. To learn how children celebrate Carnival in France.</p> <p>Using the PowerPoint French Festivals, look at the notes and watch some videos of children celebrating Carnival in France in this very short lesson.</p> <p>From A Greenmouse, you can read a bit more about children celebrate Carnival in France and also view a short video in French (with subtitles). An optional worksheet can be completed which focusses on verbs mentioned in the video, but also in the reading.</p> <p>Reading: https://tinyurl.com/7fv4n4 Worksheet: https://tinyurl.com/k2xnt4hs</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.</p> <p>Uses context clues to read and understand the meaning of texts.</p> <p>listening??</p>	
		<p>Optional Activity: Les Beignets</p> <p>Use PowerPoint Mardi Gras French Doughnuts Les Beignets Recipe.</p> <p>https://tinyurl.com/uf6vdz4</p> <p>You could try making these popular French doughnuts at home and sharing with pupils. Why not ask you catering staff if they could include these on a special menu? Pupils could interview the chef to ask how they were made, or perhaps a few could be part of the process, or maybe take some photos.</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.</p>	
<p>Qu'est-ce que tu veux? Je voudrais... S'il te plait... du pain</p>	<p>What do you want? I would like... Please... (some) bread</p>	<p>Lesson 17: Food & Drink</p> <p>https://tinyurl.com/sbbyzknm</p>	<p>Applies knowledge of sounds/phonics in the target language to support pronunciation and understanding of words,</p>	

French	English	Activities/Resources	Benchmarks	Assessment																
<p>des pommes de terre du gâteau de la pizza des pâtes des frites des chips du riz un hot-dog un hamburger un sandwich un dessert un biscuit un milk-shake une limonade</p> <p>un Coca-Cola de l'eau du jus d'orange du jus de pomme du thé du café du lait</p>	<p>(some) potatoes (some) cake (some) pizza (some) pasta (some) chips (some) crisps (some) rice (some) a hotdog (some) a hamburger (some) a sandwich (some) a dessert (some) a biscuit/cookie (some) a milkshake (some) a lemonade/fizzy drink (some) a Coca Cola (some) water (some) orange juice (some) apple juice (some) tea (some) coffee (some) milk</p>	<p>Using the PowerPoint French Festivals, introduce more food vocabulary using the sound files to support if required. Remind pupils that when you want to say 'some' of something or 'some' is implied (even though you've not said/written it), in French you will use the word 'DE' + the definite article (the):</p> <p style="text-align: center;">(le, la, l' or les)</p> <p>Show pupils how DE combines with LE, LA, L' & LES</p> <table border="1" data-bbox="853 456 1462 903"> <thead> <tr> <th></th> <th>some/ any/ -----</th> <th>the</th> <th>DE + LE, LA, L', LES</th> </tr> </thead> <tbody> <tr> <td>masculine singular</td> <td>DE</td> <td>+ le + l'</td> <td>de + le → du de + l' → de l'</td> </tr> <tr> <td>feminine singular</td> <td>DE</td> <td>+ la + l'</td> <td>de + la → de la de + l' → de l'</td> </tr> <tr> <td>masculine/ feminine plural</td> <td>DE</td> <td>+ les + les</td> <td>de + les → des de + les → des</td> </tr> </tbody> </table> <p>Play 'Detective' – The Supermarket is out of 2 items on your Mardi Gras shopping list. What are they?</p> <p>To practise all of the food/drinks just introduced, there are 3 different game boards. Full instructions are in the PowerPoint. Choose 2 foods to be the ones that the crêpe cart is out of. Then class has to guess 2 foods at times. Tell them if they got 0, 1, or 2 right. There are different game boards. When pupils are ready for the challenge, use the game board without the words.</p>		some/ any/ -----	the	DE + LE, LA, L', LES	masculine singular	DE	+ le + l'	de + le → du de + l' → de l'	feminine singular	DE	+ la + l'	de + la → de la de + l' → de l'	masculine/ feminine plural	DE	+ les + les	de + les → des de + les → des	<p>sounds, letters and patterns to read familiar words in texts and attempts unfamiliar words and phrases with increasing confidence and accuracy.</p> <p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.</p> <p>Participates in paired speaking activities and role-plays with support, for</p>	
	some/ any/ -----	the	DE + LE, LA, L', LES																	
masculine singular	DE	+ le + l'	de + le → du de + l' → de l'																	
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French	English	Activities/Resources	Benchmarks	Assessment
		<p>Another game option is The Poisoned Apple: La Pomme Empoisonnée. Instructions and 2 game boards are included in the PowerPoint.</p> <p>Print French Food Board Game file (1 between 2 or 3). Pupils will practise saying “Je Voudrais” + food/drink.</p> <p>https://tinyurl.com/sszzxnjh</p> <p>Food & Drink Wordsearch Activity</p> <p>https://tinyurl.com/2x7mfvyk</p> <p>Print and photocopy the Food & Drink Wordsearch 1 per pupil.</p> <p>Pupils will use the English clues to find the words in French and find practise writing them.</p> <p>When finished pupils can self/peer assess using the answers found in the PowerPoint.</p> <p>You may prefer to do the optional activity in next block (Mardi Gras Menu) first and then use the word search at a later date for a review.</p>	<p>example, from pictures or symbols.</p> <p>Uses context clues to read and understand the meaning of texts.</p>	
		<p>Optional Activity: Mardi Gras Menu</p> <p>https://tinyurl.com/sbyyzknm</p> <p>Use PowerPoint French Festivals, to introduce the task and share success criteria.</p> <p>L.I. To practise saying and writing foods and drink.</p> <p>Use the 2 food game boards from Lessons 12 & 17 to help you plan a menu for your school’s Mardi Gras party:</p> <p>https://tinyurl.com/338cx3b4 https://tinyurl.com/sszzxnjh</p>	<p>With support from reference materials, produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order.</p> <p>Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce</p>	

French	English	Activities/Resources	Benchmarks	Assessment
		<p>Success Criteria: Your poster should:</p> <ul style="list-style-type: none"> • have a French title (eg. Le Menu de Mardi Gras) • have a colourful border design • have colourful food pictures • have the pictures labelled in French • include 5 drinks and 10 foods • not include more than 4 sweet treats 	written text in the target language.	

French	English	Activities/Resources	Benchmarks	Assessment
<p>Tu aimes? J'aime Je n'aime pas</p> <p>la natation le football le tennis la danse le patinage le patinage sur glace le patinage à roulettes le badminton l'équitation le karaté le judo la gymnastique regarder la télé des jeux vidéo dessiner jouer au bowling jouer avec des amis/amies lire le rugby faire du vélo</p>	<p>Do you like? I like I don't like</p> <p>Swimming Football Tennis Dance Skating Ice Skating Roller Skating Badminton Horse riding Karate Judo Gymnastics Watching tv Computer games Drawing Bowling Playing with friends Reading Rugby Ride a bike</p>	<p>Lesson 18: Hobbies</p> <p>https://tinyurl.com/sbbyzknm</p> <p>Use PowerPoint French Festivals, to learn vocabulary for Hobbies in French.</p> <p>Carnival and Mardi Gras themselves are not public holidays in France. So people continue life as normal and children and adults would still be able to go to clubs to enjoy their hobbies.</p> <p>Remind pupils of the French Subject Pronouns and examine the verb 'aimer' (to like). Pupils should observe how the verb changes in 1st, 2nd and 3rd person singular. Also, note how Je changes to J' before 'aime' → J'aime. Je changes to J' when the word that follows it begins with a vowel or the letter 'h'.</p> <p>Now introduce the vocabulary for hobbies using the slides and sound files to support if needed.</p> <p>Play a game of Trapdoor to practise pronunciation.</p> <p>Trapdoor Trapdoor is brilliant for a) memory and b) speaking (repetition with a reason!)</p> <p>Instructions: Teacher chooses one answer for each section and children take turns (either random choosing or take volunteers) to get to the end. Each time someone falls through 'la trappe' (trapdoor) the next person has to go back to the start and remember everything that was right (and avoid the wrong ones!). Each time, pronunciation should get better and better.</p> <p>Or pupils can play it in pairs. Each chooses an option for each section and keeps them a secret. One starts by</p>	<p>Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols.</p> <p>Applies knowledge of sounds/phonics in the target language to support pronunciation and understanding of words, sounds, letters and patterns to read familiar words in texts and attempts unfamiliar words and phrases with increasing confidence and accuracy.</p> <p>Collaborates with others to play a variety of games in the target language such as playground games, board</p>	

French	English	Activities/Resources	Benchmarks	Assessment
		<p>choosing and reading from first section, trying to guess choices. Each time they make a choice, the partner either nods or shakes his/her head. If the choice is wrong, play passes to the partner who starts the same process. If it is the right choice, the pupil gets to continue. The aim is to get to the end first. Each someone falls from the trapdoor, he/she has to start from the beginning again. As the answers are still the same, pronunciation should get better and better. Whoever gets to the end first, is the winner.</p> <p>Hobbies Sentence Builder: Snakes and Ladders</p> <p>https://tinyurl.com/5af24wxb</p> <p>For best results, print out the 2 page Snakes and Ladders game board in colour, then photocopy them both onto 1 A3 page (in colour) and laminate for durability.</p> <p>Play like normal Snakes and ladders (jeu des serpents et des échelles). Each time you make your move, say if you like it (J'aime + activity) or you don't like it (Je n'aime pas + activity).</p> <p>Hobbies Sort Worksheet</p> <p>https://tinyurl.com/cjp4jzh9</p> <p>Print 1 per pupil. Part A: Write the correct English translation next to each hobby. (Check these together as a class.) Part B: Sort each hobby under J'aime/Je n'aime pas to reflect your opinion.</p>	<p>and card games in digital and traditional formats.</p> <p>Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text.</p> <p>Uses context clues to read and understand the meaning of texts.</p> <p>Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols.</p> <p>Works collaboratively in speaking tasks in the target language.</p>	
		<p>Lesson 19: How Carnival spread across the world.</p> <p>L.I. To learn about French imperialism and how it brought Mardi Gras to New Orleans.</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken,</p>	

French	English	Activities/Resources	Benchmarks	Assessment
		<p>https://tinyurl.com/sbyyzknm</p> <p>Using the PowerPoint French Festivals, pupils will be learn about how France expanded their empire during the Age of Exploration and how one of the world's most famous Carnival celebrations was established in New Orleans after France claimed a large area in North America which they called Louisiana after King Louis. There is a video link that takes you through the rise and the fall of the French empire if you wish. A world map which shows France's territories now is included in the PowerPoint. Talk about the legacy that the French left in Louisiana before watching a video by National Geographic about Mardi Gras in Louisiana. Mardi Gras means Fat Tuesday and many people in the USA refer to Mardi Gras as 'Fat Tuesday'.</p> <p>As a class, read about Mardi Gras in Louisiana (Twinkl).</p> <p>Optional challenge: Shoebox Mardi Gras Floats</p> <p>Pupils work together in 'krewes' of 3-4 to design a float for Mardi Gras. Pupils should spend 30 minutes planning their design. There is a planning sheet if you think it will be useful. Pupils will need between 1 and 2 hours to make their shoebox floats. Details of the challenge can be found in the PowerPoint at the end of Lesson 19.</p> <p>https://tinyurl.com/tts8yxsj</p>	<p>such as differences in school systems, foods, how festivals are celebrated.</p> <p>Is able to work in pairs to discuss the similarities and differences for the festivals highlighted in the text.</p>	
<p>the family My name is Maggie Simpson Here is my family.</p> <p>the mother/mum, the father/dad the sister the brother the grandmother the grandfather</p>	<p>la famille Je m'appelle Maggie Simpson Voici ma famille.</p> <p>la mère/la maman le père/le papa la sœur le frère la grand-mère le grand-père</p>	<p>Lesson 20: The Family</p> <p>Using the PowerPoint Carnival Family, Animals, Body, pupils will learn family vocabulary in French.</p> <p>https://tinyurl.com/45dhvr77</p> <p>L.I. To say the names of family members in French.</p>	<p>Identifies parts of speech such as nouns, adjectives, adverbs, verbs after discussion in English.</p>	

French	English	Activities/Resources	Benchmarks	Assessment																									
<p>the aunt the uncle the cousin (male) the cousin (female) my cousins</p> <p><u>noun de owner</u></p>	<p>la tante l'oncle le cousin la cousine mes cousins</p> <p>owner's <u>noun</u></p>	<p>Carnival is a huge event in France, and the parades are fun, family events. Dressing up is encouraged, and in fact, people who dress up don't have to pay to get in!</p> <p>Let's imagine that your family dresses up as the famous cartoon family, The Simpsons, for Carnival, and learn about the family members through the eyes of Maggie.</p> <p>Grammar: Nouns (Review)</p> <p>Like in Spanish, in French all nouns are either masculine or feminine. The pointing words (articles) 'a/an' and 'the' tell us whether the noun is masculine or feminine.</p> <table border="1" data-bbox="853 603 1429 810"> <thead> <tr> <th></th> <th>Singular</th> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>a/an</td> <td>the →→→</td> <td>the</td> </tr> <tr> <td>Masculine</td> <td>un →</td> <td>le →→→ l' →→→</td> <td>les les</td> </tr> <tr> <td>Feminine</td> <td>une →</td> <td>la →→→ l' →→→</td> <td>les les</td> </tr> </tbody> </table> <p>le frère → un frère la soeur → une soeur</p> <p>Remind pupils that 'le' and 'la' contract to 'l' with nouns that begin with a vowel and MOST words that begin with H. le oncle → l'oncle</p> <p>Remind pupils what the Spanish articles are:</p> <table border="1" data-bbox="853 1134 1115 1235"> <tbody> <tr> <td></td> <td>the</td> <td>a(an)</td> </tr> <tr> <td>m</td> <td>el</td> <td>un</td> </tr> <tr> <td>f</td> <td>la</td> <td>una</td> </tr> </tbody> </table> <p>In the PowerPoint there is a slide for pupils to practise changing between 'the' ← → 'a/an'.</p>		Singular	Singular	Plural	English	a/an	the →→→	the	Masculine	un →	le →→→ l' →→→	les les	Feminine	une →	la →→→ l' →→→	les les		the	a(an)	m	el	un	f	la	una		
	Singular	Singular	Plural																										
English	a/an	the →→→	the																										
Masculine	un →	le →→→ l' →→→	les les																										
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f	la	una																											

French	English	Activities/Resources	Benchmarks	Assessment
		<p>Dress-Up Detective Play a game of Detective as a class to practise the pronunciation and learn the new vocabulary.</p> <p>Scenario: Two people of your family are dressing up as Simpson characters to go to the Carnival parade in Nice. Who are they?</p> <p>Show class the Simpson family tree (through the eyes of Maggie). Choose 2 family members and class have to guess 2 family members at times. Tell them if they got 0, 1, or 2 right.</p> <p>Showing Possession Using the PowerPoint learn about using 'de' which means 'of' to show possession.</p> <p>In French, they don't use apostrophes to show possession. They use the word "DE" (pronounced something close to 'duh') to show possession instead. de = of Let's say "Maggie's sister" using "of": "The sister of Miguel" Now in French → la soeur de Maggie</p> <p>Family Tree Worksheet https://tinyurl.com/m39ee982</p> <p>Print and photocopy 1 for each pupil. Pupils read the clues to complete the missing names on the Simpson family tree. Answers are provided in the PowerPoint as well as the worksheet file.</p>	<p>Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text.</p> <p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Uses context clues to read and understand the meaning of texts.</p> <p>Applies this knowledge of grammatical structures as appropriate when reading in the target language to support comprehension</p>	
Je '	l	<p>Lesson 21 : Recap: La Famille https://tinyurl.com/45dhvr77</p>	Identifies parts of speech such as nouns, adjectives,	

French	English	Activities/Resources	Benchmarks	Assessment															
<p>Tu Il Elle</p> <p>s'appeler Je m'appelle Tu t'appelles Il s'appelle Elle s'appelle</p> <p>Comment s'appelle ton <u>family member</u>?</p> <p>Comment s'appelle ta <u>family member</u>?</p>	<p>I (before a word beginning with vowel or the letter 'h') You He She</p> <p>to call oneself I am called You are called He is called She is called</p> <p>What is your <u>family member</u> (masculine) called ?</p> <p>What is your <u>family member</u> (feminine) called ?</p>	<p>Using the PowerPoint Carnival, Family, Animals, Body review the family member vocabulary with a game of Detective.</p> <p>L.I. To say the name of someone in your family.</p> <p>First, let's learn how to say 'my'/'your' in French.</p> <table border="1" data-bbox="853 427 1267 560"> <tbody> <tr> <td></td> <td>a (an)</td> <td>the</td> <td>my</td> <td>your</td> </tr> <tr> <td>m</td> <td>un</td> <td>le, l'</td> <td>mon</td> <td>ton</td> </tr> <tr> <td>f</td> <td>une</td> <td>la, l'</td> <td>ma</td> <td>ta</td> </tr> </tbody> </table> <p>In the PowerPoint, review the French Subject Pronouns and introduce the verb s'appeler. Observe how the verb changes according to the subject pronouns (1st, 2nd and 3rd person).</p> <p>Using the PowerPoint, introduce the question and answer (3rd person):</p> <p>Comment s'appelle ton/ta <u>family member</u>? and Mon/Ma <u>family member</u> s'appelle <u>name</u>.</p> <p>Look at a few examples on the slides to practise before the sentence builder activity that follows.</p> <p>Sentence Builder (Practise asking what someone's name is): Print 1 between 2</p> <p>https://tinyurl.com/mjwmawh3</p> <p>Scenario: Lisa's friend Janey Powell is coming to Lisa's birthday party. She wants to know the names of Lisa's family members using <<Comment s'appelle + ton/ta family member?>> Working with a partner, take turns being Janey and Lisa. Roll a 6-sided dice 2 times and add them</p>		a (an)	the	my	your	m	un	le, l'	mon	ton	f	une	la, l'	ma	ta	<p>adverbs, verbs after discussion in English.</p> <p>Works collaboratively in speaking tasks in the target language.</p> <p>Participates in paired speaking/writing activities and role-plays with</p>	
	a (an)	the	my	your															
m	un	le, l'	mon	ton															
f	une	la, l'	ma	ta															

French	English	Activities/Resources	Benchmarks	Assessment
		together. Example: Player 1 rolls the dice. He gets a 9 and a 1, then adds them to get 10. Player 1 asks: "Comment s'appelle ta cousine? Player 2 replies: Ma cousine s'appelle Ling.	support, for example, from pictures or symbols.	
<p>un chien un chat un hamster une souris un lapin un cochon d'Inde un poisson (rouge) une tortue un cheval un poney un éléphant un oiseau un singe une girafe un lion un tigre</p> <p>Pour le Mardi Gras Je suis</p>	<p>a dog a cat a hamster a mouse a rabbit a guinea pig a (gold) fish a turtle a horse a poney an elephant a bird a monkey a giraffe a lion a tiger</p> <p>For Mardi Gras I am</p>	<p>Lesson 22: Les Animaux L.I. To say and recognise animal vocabulary words in French. https://tinyurl.com/45dhvr77</p> <p>Using the PowerPoint Carnival, Family, Animals, Body, introduce the animal vocabulary through the context of 'dress-up' for Carnival. Use the sound files to support him</p> <p>La Pomme Empoisonnée (Poisoned Apple)</p> <p>In the PowerPoint. play a game of Poisoned Apple to practise the pronunciation and learn the new vocabulary.</p> <p>Dress-Up Sentence Builder https://tinyurl.com/4u6nw2uw</p> <p>Print 1 between 2. You will need counters (1 colour each player, or insert the printed sentence builder into SmartPal and use whiteboard pens to mark an 'x' or an 'o' each time you take a turn.</p> <p>Pupils will practise saying JE SUIS + animal. Introduce the correct pronunciation of: "POUR LE MARDI GRAS, JE SUIS..."</p> <p>Pupils will roll a dice 2 times (first roll is the horizontal number and second roll is the vertical number). Find the square in which the coordinates meet, and use that animal in a sentence. Then cover it with a counter or using clear</p>	<p>Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.</p> <p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text.</p> <p>Works collaboratively in speaking tasks in the target language.</p> <p>Participates in paired speaking/writing activities and role-plays with</p>	

French	English	Activities/Resources	Benchmarks	Assessment
<p>les lions les poules les coqs les hémiones les tortues les éléphants les kangourous les coucous les poissons les ânes les fossiles les oiseaux</p>	<p>the lions the hens the cockerels the wild donkeys the turtles the elephants the kangaroos the cuckoo birds the fish the donkeys the fossils the birds</p>	<p>SmartPals, use whiteboard pens to mark your turn with an 'x' or an 'o'.</p> <p>Lesson 23: Le Carnaval des Animaux</p> <p>https://tinyurl.com/45dhvr77</p> <p>Using the PowerPoint Carnival, Family, Animals, Body, to introduce the French composer Camille Saint-Saëns using the PowerPoint. Learn how he wrote 'Le Carnaval des Animaux' as a musical joke to play with his friends at an 1886 Mardi Gras celebration and how the piece was written (11 performers, instruments, 14 movements).</p> <p>'Le Carnval des Animaux' was hugely popular after its release. The movement called 'The Aquarium' has featured in movies such as Babe and Charlotte's web and also in an episode of 'The Simpsons'. A clip from The Simpsons is in the PowerPoint.</p> <p>Now introduce the vocabulary of the animals that are represented in 'Le Carnaval des Animaux'.</p> <p>L.I. To say and recognise the names of some animals in French.</p> <p>Music Analysis: Pupils listen to the full composition and decide which animal(s) is depicted in each of the 14 movements.</p> <p>https://tinyurl.com/4w9cspy8</p> <p>Print the Carnival of Music Record Sheet (1 per pupil) or ask pupils to number from 1 to 14. Instructions: Using the animals that you have learned about, decide which animal is depicted for each of the short movements (musical sections). Try to use the French words. Display the slide that has the link to the music during the</p>	<p>support, for example, from pictures or symbols.</p> <p>Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text.</p>	

French	English	Activities/Resources	Benchmarks	Assessment
		<p>activity so that pupils can see the list of animals to use in their guessing.</p> <p>Hint: The last one has more than one animal!</p> <p>Do not give away answers at this point as pupils will have one more chance to work out the answers using the Hidden Word Puzzle Activity. (see next lesson)</p>		
les pianistes	the pianists	<p>Lesson 24: Le Carnaval des Animaux</p> <p>https://tinyurl.com/45dhvr77</p> <p>Using the PowerPoint Carnival, Family, Animals, Body, continue to the Le Carnaval des Animaux Hidden Word Puzzle.</p> <p>https://tinyurl.com/36d3w6p2</p> <p>Now that pupils have had a chance to guess which animals are represented in each movement, give each pupil a copy of Le Carnaval des Animaux Hidden Word Puzzle which has some clues to help them find out which animals are represented in each movement. Allow them to listen to each movement again, guiding them with the clues. A word bank is on the sheet for support, but there is one extra word to make things a bit more challenging. Use spaces between words. Do NOT use a space for an apostrophe. When the puzzle is complete, pupils will find out the name of the 11th section of Le Carnaval des Animaux. Put the letters in the bold boxes in order on the lines under the puzzle to reveal the hidden words.</p> <p>Share the answers with the pupils.</p> <p>Ask pupils what they think 'les pianistes' means. Ask them why they think Camille Saint Saëns included "pianists" in the composition called "Carnival of the Animals?"</p>	Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text.	

French	English	Activities/Resources	Benchmarks	Assessment
<p>la tête les épaules les genoux les jambes les pieds les yeux (l'œil) les oreilles la bouche le nez</p> <p>le tee-shirt les shorts les chaussures le skateboard les roulettes du skateboard rouge bleu vert gris</p>	<p>the head the shoulders the knees the legs the feet the eyes (the eye) the ears the mouth the nose</p> <p>the t-shirt the shorts the shoes the skateboard the wheels of the skateboard red blue green grey</p>	<p>Lesson 25 : Les Parties du Corps</p> <p>https://tinyurl.com/45dhvr77</p> <p>L.I. To say and recognise some of the body parts in French.</p> <p>Use the PowerPoint Carnival, Family, Animals, Body, to introduce the body parts in French, using the sound files to support correct pronunciation if needed.</p> <p>Sing 'Tête, Épaules, Genoux, Pieds'.</p> <p>Using the PowerPoint play Poisoned Apple to practise the pronunciation and to learn the new vocabulary.</p> <p>Print Bart Simpson Label the Body Parts and photocopy 1 per pupil.</p> <p>https://tinyurl.com/9y4rnhzs</p> <p>Use the word bank to label the parts of Bart's body. Then colour the picture according to the instructions in the box underneath the picture.</p>	<p>Participates actively in songs, rhymes and poems in the target language.</p> <p>Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text.</p>	
<p>Je J' Tu Il Elle</p> <p>avoir J'ai Tu as Il a Elle a</p> <p>s'appeler</p>	<p>I I (before a word beginning with vowel or the letter 'h')</p> <p>You He She</p> <p>to have I have You have He has She has</p> <p>to call oneself</p>	<p>Lesson 26: Design a Monster Costume for Mardi Gras</p> <p>Use the PowerPoint Carnival, Family, Animals, Body.</p> <p>Review the body parts with a class game of Poisoned Apple.</p> <p>Review the Subject Pronouns which pupils have seen before when learning about clothes. Introduce the verb avoir and review s'appeler to prepare pupils to use the sentence builder for the Design a Monster Costume activity. Listen to the sound files for pronunciation if needed. Review the colours with the song and remind pupils that colour adjectives should go after the noun they describe and agree in gender and number.</p>	<p>Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce written text in the target language.</p> <p>With support from reference materials, produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order.</p>	

French	English	Activities/Resources	Benchmarks	Assessment
<p>Je m'appelle Tu t'appelles Il s'appelle Elle s'appelle</p> <p>rouge jaune rose orange marron bleu vert blanc noir violet gris</p>	<p>I am called You are called He is called She is called</p> <p>red yellow pink orange brown blue green white black purple grey</p>	<p>Design a Monster Costume for Mardi Gras Print and photocopy 1 writing frame per pupil. There are 2 different writing frames for differentiation purposes.</p> <p>https://tinyurl.com/3m45nztk</p> <p>In addition, print the Monster Costume Sentence Builder 1 between 2 for pupils to use to describe their monster costume design or display on the Smartboard.</p> <p>Colour the monster and describe it using the sentence builder. Your description should say:</p> <ul style="list-style-type: none"> • How many of each body part your monster costume has. • The colour of at least 3 of the body parts. <p><u>Presentations</u> Allow pupils to share their designs and read the descriptions aloud to the rest of the class.</p>	<p>Produces written work in the target language which is mostly accurate in terms of:</p> <ul style="list-style-type: none"> • Punctuation • Spelling • Accents 	

French	English	Activities/Resources	Benchmarks	Assessment
		<p>Optional Trapdoor Game</p> <p>https://tinyurl.com/45dhvr77</p> <p>L.I. To use phonics to read words.</p> <p><u>Trapdoor</u></p> <p>Trapdoor is brilliant for a) memory and b) speaking (repetition with a reason!)</p> <p>Instructions: Teacher chooses one answer for each section and children take turns (either random choosing or take volunteers) to get to the end. Each time someone falls through 'la trappe' (trapdoor) the next person has to go back to the start and remember everything that was right (and avoid the wrong ones!). Each time, pronunciation should get better and better.</p> <p>Or pupils can play it in pairs. Each chooses an option for each section and keeps them a secret. One starts by choosing and reading from first section, trying to guess choices. Each time they make a choice, the partner either nods or shakes his/her head. If the choice is wrong, play passes to the partner who starts the same process. If it is the right choice, the pupil gets to continue. The aim is to get to the end first. Each someone falls from the trapdoor, he/she has to start from the beginning again. As the answers are still the same, pronunciation should get better and better. Whoever gets to the end first, is the winner.</p>	<p>Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.</p> <p>Applies knowledge of sounds/phonics in the target language to support pronunciation and understanding of words, sounds, letters and patterns to read familiar words in texts and attempts unfamiliar words and phrases with increasing confidence and accuracy.</p>	
		<p>Optional: More about Carnival in other parts of the world by the British Council</p> <p>Reading for Information & Questions about Carnival in New Orleans, Rio de Janeiro, Venice and Binche.</p> <p>https://tinyurl.com/nwt6hppn</p>		