

## Lesson 5

**Language content:** *trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf*

Learning Focus	Teaching Sequence
Starter Activity - greetings & date	<ul style="list-style-type: none"> <li>Exchange greetings with the children.</li> <li>Play Track 14 <i>Cache-cache</i> from the Henri Dès CD. Explain that <i>Cache-cache</i> means "Hide-and-Seek". Ask the children to listen carefully and to give a physical response (e.g. wave a hand) when they hear certain words: <i>marmite</i> (cooking pot), <i>pincette</i> (tweezers), <i>dentifrice</i> (toothpaste). Ask them to think about why these three words are in the song - at the end of the first listening, have the children worked out that these words are there to rhyme with the number the children are counting up to?</li> <li>Listen again and encourage the children to join in singing repeated phrases and with the counting.</li> </ul> <p style="text-align: right;"><b>Resources:</b> <i>Henri Dès CD No1 Cache-cache - Track 14 Cache-cache</i></p>
Listening to and reading from a piece of non-fiction text: <i>L'Univers</i> Reading aloud a question and answer in chorus	<ul style="list-style-type: none"> <li>Using the PowerPoint <i>L'Univers</i>, allow the children to hear the question <i>Qu'est-ce qu'une galaxie?</i> Invite them to repeat the French question with accurate intonation and pronunciation.</li> <li>As the children see the English text, they listen to the answer in French.</li> <li>Can they identify any of the French words they hear which sound similar or identical to English words e.g. <i>univers, galaxie, Big Bang</i> and <i>cité</i>?</li> </ul> <p style="text-align: right;"><b>Resources:</b> <i>L'Univers</i> book of questions and answers, <i>L'Univers</i> PowerPoint</p>
Reading skills: The letters <b>ê</b> and <b>è</b> as in <i>bêche, chèvre</i> .	<ul style="list-style-type: none"> <li>The children look at page 12 in <i>Pas à pas</i>. Show slide 8 from the <i>PàP</i> Reading Skills PowerPoint. We are going to look at words containing the letters <b>ê</b> and <b>è</b> (which make the same sound). Ask the children to find the words <i>bêche</i> and <i>chèvre</i>.and to repeat them after you.</li> <li>From page12, you read aloud the letter on each yellow segment, inviting the children to echo what you say in chorus and to point to it on the page.</li> <li>As you then say each of the picture words, firstly in order and then randomly, ask the children to echo each word in chorus and to point to it on the page.</li> <li>Allow the children time to practise reading aloud all the words from page 12, working with a partner or in a small group.</li> <li>The letter <b>e</b> is pronounced "ai" when it has a grave accent (<b>è</b>) or a circumflex accent (<b>ê</b>). In words, it is always at the end of a syllable: <i>zè-bre, pê-che</i>.</li> </ul> <p style="text-align: right;"><b>Resources:</b> <i>Méthode de lecture pour apprendre à lire pas à pas, page 12 ; PàP Reading Skills PowerPoint</i></p>
Teach numbers 32 - 39 : <i>trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf</i> .	<ul style="list-style-type: none"> <li>Challenge the class to predict the numbers 32 - 39, by using their knowledge of French numbers 21 - 29. Start counting in chorus from <i>zéro</i>. Praise the children for predicting what the words would be.</li> <li>Show the written words for the numbers 31 - 39. Can the children see a pattern in terms of number formation? They might see that when a number is made up of more than one word, the words are joined together in some way. 21 and 31 are formed by linking the words together with the word <i>et</i>, e.g. <i>vingt et un</i>. All the others numbers are formed by joining the words together with a hyphen, e.g. <i>trente-deux</i>.</li> </ul>

Game: <i>Montrez-moi</i>	<ul style="list-style-type: none"> <li>Try some mental maths. Call out calculations from the 2x and the 3x tables, and ask the children to write the answer in number form on a mini whiteboard. When you call out <i>Montrez-moi</i>, all children show you their answer.</li> </ul> <p style="text-align: right;"><b>Resource:</b> mini white boards</p>
Revision of plural nouns	<ul style="list-style-type: none"> <li>Using Language PowerPoint slide 8, ask the children to imagine lots of each animal. Pointing to some animals, e.g. pigs, ask questions such as <i>Ce sont des poissons ou des cochons?</i> or <i>Qu'est-ce que c'est?</i> inviting the response <i>Ce sont des cochons</i>.</li> <li>Can the children remember how most nouns form their plural in French (by adding an <b>-s</b>)? However, there are some exceptions to this rule. Some masculine nouns ending in <b>-al</b> form their plural with <b>-aux</b>, as in <i>cheval, chevaux</i>. There are more examples of this on slide 9.</li> </ul>
Pairwork: speaking practice	<ul style="list-style-type: none"> <li>Using Language PowerPoint slide 10, point to different pictures and invite the children to say aloud the sentences in chorus.</li> <li>In pairs, the children take turns to say a sentence. After each sentence, the partner pretends to be annoyed at this news, saying for example <i>Zut!</i> and using gesture, facial expression and tone of voice to support the meaning.</li> </ul>
Listen to more complex language: <i>France Gall Musique</i> Keeping healthy: physical exercise to French music	<ul style="list-style-type: none"> <li>The children perform physical exercise to music. The exercise can be based either on the simple aerobics movements (page 13 of the Guidance section), or on the Dance Aerobics Exercise package (page 20). If possible, display the lyrics to the song <i>Musique</i> by <i>France Gall</i> so that the children can both see and hear the lyrics.</li> </ul> <p style="text-align: right;"><b>Resource:</b> <i>France Gall CD Évidemment, Track 4 Musique</i></p>
Story <i>Petit-Bleu et Petit-Jaune</i> End of lesson	<ul style="list-style-type: none"> <li>Read the story <i>Petit-Bleu et Petit-Jaune</i> using tone of voice, facial expression and gesture to support the meaning. There are many opportunities in this book to mime the meaning, e.g. they are tired, they dig a tunnel, they climb up a ridge. The children might spot that the colours like playing hide and seek (<i>cache-cache</i>).</li> <li>Say <i>Au revoir</i> to the children and invite them to reply <i>Au revoir monsieur / madame</i>.</li> </ul> <p style="text-align: right;"><b>Resource:</b> <i>Qu'est-ce que c'est que ça?</i></p>

<b>Intercultural Understanding</b>	<b>Language Learning Strategies</b>	<b>Knowledge About Language</b>
<ul style="list-style-type: none"> <li>Children compare words across languages.</li> <li>They develop an understanding of the monetary system in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Children continue to learn about phonics and spelling patterns by means of a structured reading scheme.</li> <li>They use the context of what they read about the universe to determine some of the meaning.</li> <li>They use and apply what they already know about the French number system to predict the form and spelling of new numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise some basic aspects of agreement - the plural form of nouns, and agreement of the verb and the determiner.</li> <li>They understand that there can be more than one grapheme to denote a phoneme.</li> </ul>