

Module 5
Lesson Plans 21-25
Niveau rouge
Summer Term First Half
Year 5





Niveau rouge - French Year 5 - Module 5

Learning Objectives

Leçon 21

- learn the number 50, and practise using numbers 1-50
- learn how to ask where someone is going, and how to say where you are going
- use the preposition *à* with the definite article *la* : *à la*
- revise the functions of a preposition, pronoun and verb

Leçon 22

- practise using numbers 1-50
- use the preposition *à* with the definite article *le*: *au*
- learn how the preposition *à* and the definite article *le* must elide to form a new word, *au*.
- be introduced to the 4th arrondissement and its monuments.

Leçon 23

- use the preposition *à* with the definite article *l'*: *à l'*
- practise speaking about the 2nd and 4th arrondissements
- revise the use of the definite article and the concept of elision.

Leçon 24

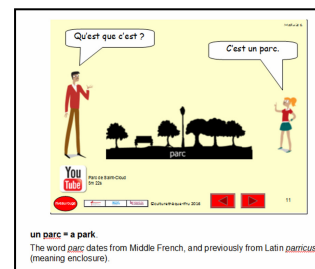
- be introduced to the days of the week
- use the preposition *à* with a clock time, to form an adverbial phrase of time
- learn about the etymology of the days of the week

Leçon 25

- create complex spoken sentences on world clocks using the subordinating conjunction *quand*
- learn that the time in Sydney is 10 hours ahead of the time in Paris
- practise using the preposition *à* to create adverbial phrases of time and place in sentences
- create some written sentences if time

Cultural Guidance

Additional guidance notes aimed at supporting the teacher, in particular with aspects of cultural knowledge, or additional information about the language, are sometimes hidden in the notes section underneath a PowerPoint slide. These notes sometimes contain links to external sites.



Vocabulary

Days of the week

les jours de la semaine	the days of the week
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

Number

cinquante 50

Time

à quelle heure...? at what time...?
à une heure at one o'clock

Question and answer

Où vas-tu ? Where are you going?
Je vais à la... I'm going to the...
Je vais au... I'm going to the...
Je vais à l'... I'm going to the...

Grammar and Pronunciation

① Grammar Point – preposition

A preposition tells us when or where something is, e.g. *at 3 o'clock she is going to the library.*

① Grammar Point – preposition à

The preposition *à* is used before the names of towns and cities, e.g. *j'habite à Paris, je vais à Londres.*

① Grammar Point – preposition à

The preposition *à* can be used with all forms of the definite article, e.g. *je vais à la piscine, je vais à l'hôpital.* If the definite article is *le*, the preposition combines with it to form a new word – *au*, e.g., *je vais au café.*

① Grammar Point – pronoun

A pronoun can replace a noun. It can represent a person, place or thing. We usually use a pronoun when we already know which noun it is referring to.

The French pronoun *je* is the equivalent of the English pronoun *I*.

① Grammar Point – verb

A verb expresses an action or a state of being. It describes what is happening.

It is sometimes called a “doing word” because it can name an action that someone does.

① Grammar – adverb of time or place

An adverb of time answers the question “When?” An adverb of place answers the question “Where?” An adverb can tell us when or where the action is taking place, e.g. *Je vais à la patinoire à cinq heures.* An adverbial phrase often consists of a preposition and a noun, or noun phrase.

① Grammar – the definite article

The definite article is used with the names of countries (*l'Angleterre, le Pays de Galles, la France*) and with the names of monuments (*l'Île de la Cité, le Louvre, la Tour Eiffel*).

① Grammar Point – the definite article

The definite article can also be used with the names of buildings and places in a town: *l'hôpital, la banque, le parc.*

① Etymology – days of the week

The Romans named the days after the planets. The Latin *dies* means ‘day’; *dies Lunae* means ‘day of the Moon’. The letters *di* in the French words are a vestige of the Latin word. The English word ‘day’ does not derive from the Latin *dies* – this is a false cognate.

① Grammar Point – days of the week

In English, the days of the week are considered proper nouns, and they are always written with a capital letter.

In French, the days of the week are not written with a capital letter, unless they are the first word in a sentence.

① Knowledge about the world – Sydney

Sydney is a city in southeast Australia, located in the state of New South Wales, on the shores of the Tasman Sea. With a population of 4,840,600, Sydney is the most populous city in Australia, ahead of Melbourne and Brisbane.

① World clocks – Paris & Sydney

The time in Sydney is 10 hours ahead of the time in Paris.

Using the Internet

- Alain le Lait 20-50 song www.youtube.com/watch?v=wIYqz2unHKc
- le Centre Pompidou <https://www.youtube.com/watch?v=9rFtzWCfOxs>

Resources

- cuddly toy
- soft ball

- Word cards to print off
- Speaking and writing frames to print off

Teacher Guidance

The Primary French Project

The aim of the Primary French Project materials is to provide training and support for teachers who are teaching French to children in Key Stage 2, and to make links with the Programme of Study for Languages in Key Stage 2.

The Primary French Project materials can be freely downloaded from the Culturethèque website at www.culturetheque.com. It is necessary to register on the site, and to be logged in, in order to gain full access to the materials.

Niveau bleu

Niveau bleu is the first stage of training for teachers. Teachers should have used the niveau bleu materials to teach children for at least one year, and should feel confident that they have mastered the language teaching points and teaching methodology at this level, before starting to use the niveau blanc training materials. The children being taught with niveau bleu materials should ideally be in year 3, or in their first year of learning French in Key Stage 2. Teachers may wish to download a self-accreditation certificate from the Culturethèque website at www.culturetheque.com/EXPLOITATION/GBR/apprendre.aspx

Niveau blanc

Niveau blanc is the second stage of training for teachers. Teachers will need to have completed a year of teaching with niveau bleu materials. Niveau blanc materials should be used to teach children who have already been taught with niveau bleu materials for one year. The materials are particularly suitable for children in year 4, or in their second year of learning French in Key Stage 2.

Niveau rouge

Niveau rouge is the third stage of training for teachers, who are already familiar with niveau bleu and niveau blanc.

Mixed-age classes

Teachers working with a mixed-age year 3-4 class are able to use a two-year training programme produced by expert consultant Joan Dickie, which is downloadable from the **Culturethèque** website. This is a revisioning of *niveau bleu* and *niveau blanc* for mixed-age Y3/Y4 classes.

Aspects of Language Teaching at Niveau rouge level

Niveau rouge further develops the concepts, skills and understanding introduced in niveau bleu and niveau blanc. Children learn to count up to 50; they learn the names of 20 places that can be found in a town, and learn how to create simple and compound sentences using them; they learn about adjectives that precede the noun, and use *petit* and *grand* in their sentence-level work. They learn to tell the time on the hour, the half hour and the quarter hour, and how to ask what time it is.

Opportunities have been included to revise and re-use some of what has been learnt in *niveau bleu* and *niveau blanc*.

Leçon 21

Language content: *cinquante* (fifty) ; *Où vas-tu ?* (Where are you going?), *Je vais à la* (I'm going to the...)

Learning focus	Teaching sequence
Starter activity Revise numbers 1-40	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange greetings. ▪ Revise numbers 1-40 using a variety of activities, e.g. count up and down in steps of two. <p style="text-align: right;">Slides 2 & 3</p>
New vocabulary <i>cinquante</i> (50) Counting from 41-50	<ul style="list-style-type: none"> ▪ Using slide 4, model the new number <i>cinquante</i> (50). Encourage the children to repeat it with accurate pronunciation and clear diction. ▪ Invite the children to count aloud with you from 41 to 50. Challenge them to count from 41-50 10 times under their breath. If you blank the slide, can any children count from 41-50 without the visual support? <p style="text-align: right;">Slide 4</p>
New vocabulary <i>Où vas-tu ?</i> <i>Je vais à la...</i> Preposition + feminine noun	<ul style="list-style-type: none"> ▪ Using slides 5 and 6 or picture cards, model the question and answer <i>Où vas-tu ? Je vais à la...</i> If you wish to make the meaning clear, you could use picture cards and the cuddly toys, <i>Nounours</i> and <i>Annick</i>, and show each toy moving towards a picture card. Invite individual children to hold <i>Nounours</i> or <i>Annick</i>; ask the child where they are going: <i>Où vas-tu, Nounours ? Où vas-tu, Annick ?</i> Can the children remember that <i>la</i> is the definite article (the) used with feminine nouns? ▪ Slide 7 can be used as a speaking frame. Allow children to practise in pairs or small groups. <p style="text-align: center;">Slides 5-7; picture cards (feminine nouns that begin with a consonant); cuddly toys; placemat leçon 21 slide 7</p>
Speaking practice <i>les arrondissements de Paris</i>	<ul style="list-style-type: none"> ▪ Use slides 8-11 to allow children to practise speaking activities focussing on <i>les arrondissement de Paris</i>, especially the first and second arrondissements. <p style="text-align: right;">Slides 8-11</p>
① Grammar point <ul style="list-style-type: none"> • preposition • pronoun • verb 	<ul style="list-style-type: none"> ▪ A preposition tells us when or where something is. The children have already met <i>dans</i> (in) in phrases such as <i>dans le jardin</i>, <i>dans la mer</i>, <i>dans les bois</i>, <i>dans une maison</i>, <i>dans un appartement</i>, <i>dans le 1er arrondissement</i>, and <i>dans la ville où j'habite</i>; they have also met <i>à</i> (in/at) in phrases such as <i>à Paris</i> and <i>à Londres</i>. The preposition <i>à</i> can also mean “to”, e.g. <i>je vais à la piscine</i> (I am going to the swimming pool). Slides 12-15 can help to promote discussion and help understanding. ▪ A pronoun can take the place of a noun; it can represent a person, place or thing. We usually use a pronoun when we already know which noun it is referring to. Slides 16-17 can help to promote discussion and help understanding. ▪ A verb tells us what is happening in a sentence. Slides 18-19 can help to promote discussion and help understanding. <p style="text-align: right;">Slides 12-19</p>
End of lesson	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 20</p>

Leçon 22

Language content : Je vais au... (I'm going to the...)

Learning focus	Teaching sequence
Starter activity Practise numbers 1-50	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Practise counting and using numbers from 1-50 in a variety of ways. <p style="text-align: right;">Slides 2-3</p>
Saying where I am going <i>Où vas-tu ?</i> <i>Je vais à la...</i> Preposition + masculine noun <i>Je vais au...</i>	<ul style="list-style-type: none"> Practise using the structure taught in leçon 21, <i>Où vas-tu? Je vais à la...</i> with feminine nouns (beginning with a consonant). Use slides 5 and 6 to model the same structure with masculine nouns that begin with a consonant. With masculine nouns, the structure is <i>Je vais au...</i> Cuddly toys and picture cards can be used to help act out the question and answers. Slide 7 can be used as a speaking frame; allow children to practise in pairs or small groups. <p style="text-align: center;">Slides 5-7; picture cards (masculine nouns that begin with a consonant); cuddly toys; placemat leçon 22 slide 7</p>
Speaking practice <i>les arrondissements de Paris</i>	<ul style="list-style-type: none"> Use slides 8-10 to allow children to practise speaking activities focussing on <i>les arrondissement de Paris</i>, especially the second arrondissement. Slide 11 can be used to introduce children to the 4th arrondissement. The Paris landmarks referred to here have all been met previously in <i>niveau bleu</i> and <i>niveau blanc</i>. <p style="text-align: right;">Slides 8-11; placemat 3 le 4^{ème} arrondissement</p>
① Grammar Point the preposition à	<ul style="list-style-type: none"> The preposition à is used before the names of towns and cities, e.g. <i>j'habite à Belfast</i>; it is also used before the names of places in a town, e.g. <i>je vais à la mairie</i>. When used before the masculine definite article, the preposition and article combine to form a new word – <i>au</i> – which means “to the”, e.g. <i>je vais au café</i>. <p style="text-align: right;">Slides 21-24</p>
End of lesson	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 15</p>

Leçon 23

Language content: Je vais à l'... (I'm going to the...)

Learning focus	
Starter activity Practise numbers 1-50	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Practise counting and using numbers from 1-50 in a variety of ways. <p style="text-align: right;">Slides 2-3</p>
Saying where I am going <i>Où vas-tu ?</i> <i>Je vais à la.../au...</i> Revision of definite article and noun beginning with a vowel.	<ul style="list-style-type: none"> ▪ Using slide 4, invite the children to ask the question <i>Où vas-tu ?</i> and to create appropriate answers for masculine or feminine nouns.. Challenge the children to focus on the gender of the noun, and to use the correct form of the preposition and definite article. Have the children noticed that every noun on the slide begins with a consonant? ▪ Use slides 5 and 6 to model sentences that use a noun beginning with a vowel sound: <i>l'hôtel, l'hôpital, l'école and l'église</i>. Can the children remember that when a noun begins with a vowel sound, the definite article, <i>le</i> and <i>la</i>, loses its final vowel letter, which is replaced by an apostrophe, e.g. <i>l'école</i> and <i>l'église</i>. The letter 'h' is always silent, therefore the initial phoneme in <i>hôtel</i> and <i>hôpital</i> is a vowel sound. This is why elision occurs in speech, and in writing an apostrophe is used to indicate a missing letter: <i>l'hôtel</i> and <i>l'hôpital</i>. ▪ Using slide 7 as a speaking frame, or picture cards of the 4 nouns that begin with a vowel sound, invite children to answer the question <i>Où vas-tu ?</i> <p style="text-align: right;">Slides 4-7; placemat leçon 23 slide 7</p>
Knowledge about France Paris arrondissements	<ul style="list-style-type: none"> ▪ Allow the children to use slides 8 and 9 to practise talking about the 2nd and 4th arrondissements, and to memorise the language. If there is not enough time for this in the French lesson, it can be done in short time slots throughout the week. <p style="text-align: right;">Slides 8 and 9; placemat 3 le 4^{ème} arrondissement</p>
<p>① Grammar Points</p> <ul style="list-style-type: none"> ▪ elision ▪ the definite article ▪ the preposition à followed by the definite article 	<ul style="list-style-type: none"> ▪ Revisit the concept of elision, to remind the children why the definite article (<i>le</i> and <i>la</i>) must change to <i>l'</i> when the noun begins with a vowel sound. ▪ Revisit the definite article – <i>le, la, l'</i> – to remind children of its meaning (the) and why there is more than one form of it in French. ▪ Show the children what happens when the definite article follows the preposition <i>à</i>; with masculine nouns that begin with a consonant, <i>à</i> and <i>le</i> combine to form a new word – <i>au</i>. The preposition <i>à</i> followed by the definite article mean “to the”. The meaning can also be “at the” in another context. <p style="text-align: right;">Slides 10-13</p>
End of lesson	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 14</p>

Leçon 24

Language content: *les jours de la semaine* (the days of the week), *lundi* (Monday), *mardi* (Tuesday), *mercredi* (Wednesday), *jeudi* (Thursday), *vendredi* (Friday), *samedi* (Saturday), *dimanche* (Sunday); *à quelle heure...?* (at what time...?)

Learning focus	Teaching sequence
Starter activity Revision – numbers 1-12	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Play a game of <i>Deadly Douze</i> in order to practise using numbers 1-12. Use slides 3 and 4 if helpful. <p style="text-align: right;">Slides 2-4</p>
New vocabulary Days of the week	<ul style="list-style-type: none"> Using slide 5, or text cards, introduce the days of the week in French. As you model each word, invite the children to echo what you say with accurate pronunciation. Throw a soft ball to individual children to invite them to echo your word. Challenge the children to think rather than simply repeat – when you say a day, invite a child to tell you what day it will be tomorrow, e.g. if you say <i>lundi</i>, the child says <i>mardi</i>. Repeat, inviting children to say what day it was yesterday. <p style="text-align: right;">Slide 5</p>
Saying where I am going <i>Où vas-tu ?</i> <i>Je vais à la.../au.../à l'</i>	<ul style="list-style-type: none"> Using slide 6 as a speaking frame, invite children to ask and answer questions. The main challenge is to remember the gender of the noun, to choose the correct form of the definite article, and to use the preposition <i>à</i> correctly. Allow the children some time to practise in pairs or small groups. <p style="text-align: right;">Slide 6; placemat leçon 24 slide 6</p>
New vocabulary <i>à quelle heure...?</i> <i>à + clock time</i>	<ul style="list-style-type: none"> Using slides 7-9, show how to use an adverbial phrase to express time. This is a simple step for the children – they simply use the preposition <i>à</i> and a clock time, e.g. <i>à huit heures et demie</i> = at half past eight. Using slide 10 as a speaking frame, invite children to ask and answer questions that include the idea of time. <p style="text-align: right;">Slides 7-10; placemat leçon 24 slide 10</p>
<p>① Grammar Points:</p> <ul style="list-style-type: none"> etymology of days of the week adverbial phrase of time or place 	<ul style="list-style-type: none"> The Romans named the days after the planets. The Latin <i>dies</i> means 'day'; <i>dies Lunae</i> means 'day of the Moon'. The letters <i>di</i> in the French words are a vestige of the Latin word. In English, the days of the week are considered proper nouns, and they are always written with a capital letter. In French, the days of the week are not written with a capital letter, unless they are the first word in a sentence. An adverbial phrase can be used to express time (<i>à une heure</i>) or place (<i>à la piscine</i>). <p style="text-align: right;">Slides 11-14</p>
End of lesson.	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir!</i> <p style="text-align: right;">Slide 15</p>

Leçon 25

Language content: No new vocabulary

Learning focus	Teaching sequence
Starter activity: World clocks – <i>Paris, Moscou et Tokyo</i>	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Using clock faces and mental maths skills, practise telling the time in Paris, Moscow and Tokyo. <p style="text-align: right;">Slides 2&3</p>
World clocks <i>Paris-Sydney</i>	<ul style="list-style-type: none"> Using slide 4, introduce the children to the town of Sydney, in Australia. The building in the picture is the world-famous Opera House. Using slides 5-7, show the children the time difference between Paris and Sydney. The time in Sydney is 10 hours ahead of the time in Paris. Use sentences such as <i>Quand il est une heure à Paris, il est onze heures à Sydney</i>. Re-use slides 5, 6 and 7, to allow children to complete the sentences you begin. If any children struggle with the maths, it might help to display the French numbers 1-12. Using slide 8 as a speaking frame, challenge the children to create a variety of sentences about the time difference between Paris and Sydney. You could invite children to select a number card from 1-12 to be the time in Paris. Children work in pairs or small groups, using slide 8 as a speaking frame, and number cards 1-12. <p style="text-align: right;">Slides 4–8; placemat leçon 25 slide 8, sets of number cards 1-12</p>
Using the preposition <i>à</i> to create adverbial phrases of time and place in sentences.	<ul style="list-style-type: none"> Use slide 9 as a speaking frame to practise questions and answers using the preposition <i>à</i> to express a destination/place (placemat leçon 24 slide 6). Use slides 10-12 to model sentences with adverbial phrases of place and time. Slide 13 can be used as a speaking frame that can be used to create spoken sentences that include adverbial phrases of time and place (placemat leçon 24 slide 10). If there is time, possibly as an end-of-half-term activity, the same frame could be used as a writing frame, to enable children to record some written sentences in their books, <p style="text-align: right;">Slides 9–13; placemat leçon 24 slide 6; placemat leçon 24 slide 10</p>
ⓘ Knowledge about language adverbs of time and place ⓘ Knowledge about the world - Sydney	<ul style="list-style-type: none"> An adverb can tell us <u>when</u> or <u>where</u> the action is taking place, e.g. <i>Je vais à la patinoire à cinq heures.</i> An adverbial phrase often consists of a preposition and a noun, or noun phrase. Sydney is a city in southeast Australia, located in the state of New South Wales, on the shores of the Tasman Sea. With a population of 4,840,600, Sydney is the most populous city in Australia, ahead of Melbourne and Brisbane. <p style="text-align: right;">Slides 14-16</p>
End of lesson.	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir</i> ! <p style="text-align: right;">Slide 17</p>

Assessment



Learning focus	I can...
Knowledge about France, the UK and the world	<ul style="list-style-type: none"> I can give a description of the 4th arrondissement in Paris. I know that Sydney is the most highly-populated city in Australia. I know that the time in Sydney is 10 hours ahead of the time in Paris.
Asking and answering questions	<ul style="list-style-type: none"> I can ask where someone is going: <i>Où vas-tu, Nora ?</i> I can say where I am going: <i>Je vais à la mairie / à l'hôpital / au café.</i>
Numbers	<ul style="list-style-type: none"> I can use the numbers 1-50.
Etymology	<ul style="list-style-type: none"> I know that the Romans named the days after the planets. The Latin <i>dies</i> means 'day'; <i>dies Lunae</i> means 'day of the Moon'. The letters <i>di</i> in the French words are a vestige of the Latin word.
Spelling skills	<ul style="list-style-type: none"> I know that in English, the days of the week are considered proper nouns, and they are always written with a capital letter. I know that in French, the days of the week are not written with a capital letter, unless they are the first word in a sentence.
Knowledge about language (Grammar)	<ul style="list-style-type: none"> I know that a preposition tells us when or where something is, e.g. <i>à une heure, à la gare.</i> I know that the preposition <i>à</i> is used before the names of towns and cities, e.g. <i>J'habite à Belfast, Je vais à Cardiff.</i> I know that the preposition <i>à</i> is used before the names of places, e.g. <i>Je vais à la mairie, Je vais au café, Je vais à l'hôtel.</i> I know the preposition <i>à</i> can be used with all determiners; when the determiner is <i>le</i>, <i>à + le</i> becomes <i>au</i>, e.g. <i>Je vais au parc.</i> I know that a pronoun can replace a noun; it can represent a person, place or thing, e.g. <i>Elle va à la gare.</i> I know that a verb expresses an action or a state of being; it describes what is happening. I know that the definite article is used with the names of countries, e.g. <i>la France, l'Écosse, le Pays de Galles.</i> I know that the definite article can also be used with common nouns, e.g. <i>la poste, l'hôtel, le cinéma.</i> I know that an adverb of time answers the question "When?", e.g. <i>à trois heures.</i> I know that an adverbial phrase can be used to express time (<i>à une heure</i>) or place (<i>à la piscine</i>). I know that an adverbial phrase often consists of a preposition and a noun, e.g. <i>Je vais à la patinoire à cinq heures.</i>
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> I can join in singing a song such as <i>Alouette</i>. I can recite a rhyme such as <i>Frappe, frappe frappe.</i> I have listened to a story such as <i>Mimi Cracra fait le chef d'orchestre</i>