

Delivering Scotland's Languages policy : Progressing from First to Second level

2019



This advice and guidance has been produced for teachers and other staff who provide learning, teaching and support as learners work towards developing their language skills from First to Second level. These materials form part of a suite of resources, designed to assist teachers and others with the delivery of programmes of learning within Scotland's languages policy.

These support materials, which are neither prescriptive nor exhaustive, provide suggestions on approaches to teaching and learning which will promote development of the necessary knowledge, skills and understanding to progress from First to Second level across the four skills of listening, talking, reading and writing. Teachers are encouraged to draw on these, together with existing materials, to develop their own programmes of learning which are appropriate to the needs of the learners in their own context. The activities in this pack are stand alone and can be delivered without the need for access to ICT.

The full suite of resources can be found on the Education Scotland, [National Improvement Hub \(NIH\)](#) or on the modern languages [GLOW hub](#).

Acknowledgement

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Listening and Talking

The materials that follow exemplify ways in which teachers can approach progression from First to Second level in language learning. Although the materials are in French and exemplify one broad context, the same methodology can be applied to a variety of contexts and the materials can be translated into other languages.

The context used here is 'All about me' - 'Moi sur Moi' - with the aim of taking learners from talking about themselves to being able to talk and listen to information about others. These resources build on children's prior learning in listening and talking as they move from First to Second level.

By First level, we expect that learners will be able respond to familiar questions to give personal information quite confidently such as their name, age, birthday, home area and family.

The following listening activity is an example of how to build listening skills **towards Second level**. The transcript can be recorded or read aloud. The teacher can decide how many times the listeners need to listen to each section.

Task: *As part of your school's E-Twinning partnership, the class in the French school has asked for some information about the pupils in your class. To start with, they have sent some podcasts from their own school, but the details have got mixed up! Listen to each one and match up the correct details about their ages and birthdays.*



Preparing the learners: In order to be successful in this activity learners need to be able to:

- Identify and say months of the year
- Identify and say ages
- Identify and say numbers up to 31 including the concept of 'first'

First steps: Before beginning this activity, make sure that there is some supportive environmental print or word lists available for learners. If you regularly talk about the date every day in the target language, use that as your starting point for revising months of the year.

Use the [birthday song](#) for choral repetition and get the pupils to 'Mexican wave' when their birthday month is mentioned.

Practise numbers through a variety of activities such as:

Splat the number- fly swatter task on the interactive white board (IWB). The IWB screen is set up with numbers in a random order. Teams run to the board to 'swat' the number they hear. Fastest wins the points.

Strip lotto: Give pupils a strip of paper that they then fold twice to create 4 sections. On each section they write a number. You set the range of numbers 1-10/10-20/20-31 or a mixture. When the pupil hears their number they tear off the strip- but they can only do this if the number has an end edge. Numbers in the middle can't be torn off. The first person to tear off and bin their numbers is the winner.

Using 'show me' boards you could do a **heads or tails** activity to practise numbers that are often confusing for learners e.g. 2&12; 3&13; 4&14; 5&15 etc.

The transcript for this activity supports learners by adding another layer of detail in three steps. This should allow learners to focus their listening and allows for repetition of each step. Teachers should use their judgement in the number of times the learners hear each step. The pupil grid asks learners to identify the correct answer from a choice. In order to differentiate, this support could be removed/ adapted to provide greater challenge.

Transcripts

Première partie –

Je me présente....

1. Salut je m'appelle Julie et j'ai onze ans.
2. Bonjour je suis Thomas et j'ai dix ans.
3. Salut mon nom est Patrick et j'ai douze ans.
4. Bonjour je m'appelle Lola. J'ai onze ans.
5. Salut je suis Luc et j'ai neuf ans.

Deuxième partie –

1. Salut je m'appelle Julie et j'ai onze ans. Mon anniversaire est en mars.
2. Bonjour je suis Thomas et j'ai dix ans. Mon anniversaire est en janvier.
3. Salut mon nom est Patrick et j'ai douze ans. Mon anniversaire est en avril.

4. Bonjour je m'appelle Lola. J'ai onze ans. Mon anniversaire est en octobre.

5. Salut je suis Luc et j'ai neuf ans. Mon anniversaire est en juin.

Troisième partie –

1. Salut je m'appelle Julie et j'ai onze ans. Mon anniversaire est le cinq mars.

2. Bonjour je suis Thomas et j'ai dix ans. Mon anniversaire est le vingt janvier.

3. Salut mon nom est Patrick et j'ai douze ans. Mon anniversaire est le premier avril.

4. Bonjour je m'appelle Lola. J'ai treize ans. Mon anniversaire est le dix-huit octobre.

5. Salut je suis Luc et j'ai neuf ans. Mon anniversaire est le trente juin.

Task: Listen and draw an arrow to each person's age

Now listen again and this time draw the arrow next to their birthday Month.

Now finally draw an arrow to the correct date.

***Remember you can listen to each section as often as you need to.

Julie	9	April	20 --
Thomas	11	June	30
Patrick	13	October	1st
Lola	10	March	5
Luc	12	January	18

Talking follow –up activity.

Using the paired activity sheets, pupils complete the information gaps to complete the pupil profiles.

This could be followed up by creating a profile sheet for your e-twinning school, based on the information from the listening activity. It could also be used to match pupils with birthdays in the same month.

In this information gap activity, we are moving from the first and second person i.e. “I” and “you” to the third person i.e. “he” / “she”. This could be practised around the class with familiar faces and friends,

e.g. il /elle s’appelle ...

il /elle a ... ans / son anniversaire est le ...

To make this activity more ambitious, the pupils could attempt to pose the questions in French or these could be supported on the cue cards:

- Il /elle s’appelle comment?
- Il /elle a quel âge?
- C’est quand son anniversaire ?

Partner A		
Nom	Age	Anniversaire
Julie	16	6 July
Alain		
Karine	12	22 May
Joël		
Max	10	9 September
Louise		

Partner B

<i>Nom</i>	<i>Age</i>	<i>Anniversaire</i>
Julie		
Alain	13	14 December
Karine		
Joël	14	3 August
Max		
Louise	11	17 February

This could be followed up by some reading and writing activities.

Here is an example below.

Using the help box, can you write a sentence for each of the pupils for your classroom display by filling the gap ? Score off each word as you use it.

1. Elle s'appelle Son est le..... mars
2. Il Thomas anniversaire le 20
3. s'appelle Son est le avril
4. Elle s'appelle Son est
5. Il Luc S.. ann..... est.....

Julie	s'appelle	anniversaire	son	6	février
Karine	s'appelle	anniversaire	son	22	décembre
Joël	s'appelle	anniversaire	son	9	septembre
est	elle	anniversaire	son	17	août
il	elle		est le		

Talking:

Learners can gain confidence in their ability to make themselves understood by applying pronunciation rules.

'I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.'

MLAN 2-07a

Below are some examples of tongue twisters that can be used to support pronunciation and allow the learners to explore the link between the written and the spoken word by applying pronunciation rules in a fun way. These nonsense rhymes can then be compared with those the learners know in English and compare the sounds being used.

These could be recorded and the sound files added to a wall display with 'Talking Pegs' or QR codes for scanning and listening. A class speed challenge for this kind of activity is a must!

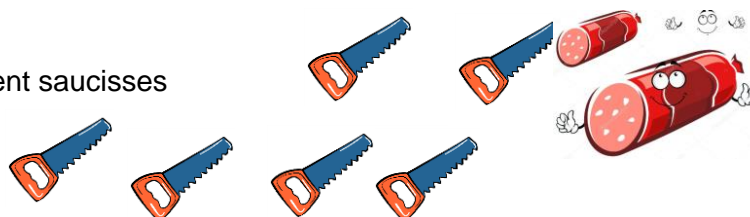
Cinq chiens chassent six chats



Trois tortues trottent sur trois toits étroits



Six cents scies scient six cent saucisses



Lulu lit la lettre lue à Lili à Lille.



Papier, panier, piano



Reading and Writing

Progression in reading and writing builds naturally from the productive skills of listening and talking. The materials below exemplify one way in which a text can be exploited, when reading for information. Again, the text contains the familiar context of personal information as the springboard towards Second level.

The level of difficulty builds up within each section. The final section contains more unfamiliar vocabulary that should be accessible through the picture prompts and knowledge of cognates. Again, the activities can be differentiated by the level of support offered in class. These texts can be used by an individual learner or in pairs or groups.



You receive an e-mail from one of the French pupils, who will be visiting your school next month. Your teacher asks you to read through the e-mail and then from your reading, introduce her to your class in English.

Bonjour,
 Je m'appelle Manon. J'habite à Barfleur dans le nord de la France en Normandie. J'aime la danse et la musique pop. J'ai une assez grande famille: il y a mon père, ma mère, mes deux frères et ma sœur. On est six en tout!

Look at the sentences below and circle either true or false.

- | | |
|-------------------------------------|-----|
| 1. She is called Manon | T/F |
| 2. She lives in the north of France | T/F |
| 3. She likes rap music | T/F |
| 4. She has quite a small family | T/F |
| 5. She has two brothers | T/F |
| 6. There are 5 in her family | T/F |

With a partner or as part of a group, use a highlighter to underline the words in French that mean:

- a. the north
- b. I like dancing
- c. quite a big family
- d. There are 6 of us in total



You then learn a bit more about her brothers. There may be some words that are unfamiliar here, but using your knowledge about language, try to work out what the phrases highlighted below mean.



Mes frères s'appellent Luc et Armand et ils ont quatorze et dix ans. Ils aiment le foot et le sport en général. Ils jouent au football dans le jardin ensemble quand il fait beau. Quand il pleut, ils jouent sur leur X-box ou la Wii !! Ils sont très compétitifs et des fois il se disputent et ça énerve beaucoup ma mère.

- a) mes frères _____
- b) ils ont quinze et dix ans _____
- c) ils jouent au football _____
- d) il se disputent _____

Now check your guesses with your word list or a dictionary!
Did you guess correctly?!

Now complete the sentences:

Her brothers are called and

They are and years old.

When the weather is nice they play in the

When it they play or the

Sometimes there are and my gets angry

She then writes about her sister.

Ma sœur s'appelle Monique et elle a quinze ans. Et moi j'ai onze ans et je suis le bébé de la famille. Ma sœur et moi sommes très proches et nous aimons regarder la télé dans le salon ou faire du trampoline. On écoute de la musique pop ensemble et on danse. J'aime bien ma sœur, elle est très sympa.



How much did you understand ? Probably a lot more than you think ! Try to find the answers to these questions (note down your answers in English) :

1. How old is her sister?
2. How old is Manon?
3. What two things do they like to do together?
4. How does she describe her sister?

Find the French for:

- she is 13 years old
- the baby of the family
- we are very close

Give the English for:

- > on écoute de la musique
- > elle est sympa
- > quelquefois

Manon then tells you about her parents.

Read both texts and then complete the grid giving 4 pieces of information.



Mon père s'appelle Julien. Il a quarante-sept ans. Son anniversaire c'est le quatorze septembre. Il travaille comme infirmier à l'hôpital. Quelquefois il travaille la nuit.



Ma mère Sylvie travaille trois jours par semaine dans une banque. Elle travaille à l'ordinateur pour envoyer de lettres et des e-mails à des clients.

Dad	Mum
1.	1.
2.	2.
3.	3.
4.	4.

Now you have got to know a little about Manon, write the information into the box below under the headings in English and think about an activity that she could do on her visit to Scotland. What do you think she would enjoy and why? Now share the information with your partner or your group.

Have you agreed on the details?

What suggestions have you made for her visit?

Write a few sentences in the box below



Manon: Herself

Her home:

Her brothers and sisters:

Her parents:

Her hobbies:

This next reading activity is aimed at group working to skim, decode and understand a text with some more complex constructions. It can be differentiated by offering various levels of support with vocabulary. In addition, it contains picture prompts to guide the readers.

The text can be used in its entirety or broken down into more manageable chunks, depending on the teacher's approach. To provide support to keep the group task moving the teacher can create a selection of 'help cards' used to help readers understand the vocabulary, where the group can only receive up to perhaps a maximum of 3 help cards. The text could also be made into a comic strip, where each pair or group has a drawing to show understanding of the meaning of the text in addition to, or instead of, the questions suggested.

A text of this length also allows learners to practise their talking skills and to apply the rules of pronunciation they are learning in the language. Reading aloud a text with some more unfamiliar words challenges learners and creates an opportunity to record on a mobile phone, tablet or other recording device – and is also a chance for peer review and fun! By reading the text aloud, the pupil talking and those listening are given further opportunities to engage with the text and match the written and the spoken word.

Task: Look at the text below. Before you begin to read, look at the pictures and discuss what you think the text is about.



Bonne Fête

Je suis Nathan. Samedi, je vais fêter mes 13 ans. J'ai invité tous mes amis à la maison cet après-midi pour faire la fête ! J'habite à Nice, dans le sud de la France et d'habitude il fait beau et chaud en été. Ma tante, mon oncle et mes trois cousins vont venir aussi. Nous avons un grand jardin, alors on va faire un barbecue.



1. What is Nathan celebrating on Saturday?
2. What will the weather be like?
3. Where exactly does Nathan live?
4. Who is coming to his party?
5. Where are they having the barbecue?



Je vais recevoir des cadeaux bien sûr. Ma sœur, Michèle, va m'offrir un nouveau ballon de foot. Mes parents vont m'offrir un VTT. Il est grand, de couleur rouge et jaune - c'est super! Ma tante et mon oncle vont m'offrir le nouveau maillot de foot de Paris Saint-Germain. C'est génial et je suis très content. Mes trois cousins vont m'offrir un casque que je vais porter quand je fais du vélo !

6. He already knows what gifts he's getting from his family. You will see the verb 'offrir' that means to give a gift. Underline the word 'offrir' each time you see it in the text and then using a dictionary or word list if you need it work out who is giving the gift and what it is. The first one has been done for you.



Present

- a) football
- b)
- c)
- d)

from

his sister Michèle

Après le barbecue, on va faire du trampoline dans le jardin, et jouer au foot. Le soir, on va au cinéma pour voir un film. J'attends samedi avec impatience

7. What 3 things are planned for after the barbecue? Note them down in English.

-
-
-



Now what about your birthday celebrations? From the passage, and using the dictionary to help you, make a list of 10 things in French you might have to celebrate your birthday. You could include gifts, activities and food.



1. *Un gâteau*



- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Further writing activities could be generated from this theme. For example, learners could write a party shopping list, or create a party picture or poster with captions in the target language for each element. This could be presented to the class or shared with other groups or pairs. This activity could also be used for any other celebration or festival. For example, learners could also research the difference between a person's birthday and their fête day in France or another French speaking area.

Creating opportunities for writing should be relevant and relate to topics of interest. Linking writing for real purpose to other curricular areas can provide a broad range of options. Offering a reading stimulus can be a supportive way for learners to write more extensively in the target language. They can show their understanding by adapting the text to reflect their own ideas and opinions within an existing structure. This kind of activity can be done as part of a lesson or can be completed over a period of time. These types of activities can also provide an opportunity to look at some of the grammar points you will already have covered, such as adjective agreement and correct conjugation of simple verbs.

The example below continues the theme of an e-twinning partnership and again, there is a shorter, more focussed text as a stimulus. The text could be exploited in a number of ways:

- The teacher could read the text aloud and ask pupils to make notes on the information on they hear. For greater focus, the teacher could ask pupils to use show me boards on specific points e.g. How old is he? When is his birthday? What are his hobbies? Who is in his family?
- The text could be split into shorter sections with a question or questions on the board revealed for each part. Show me boards or gestures could be used for a true or false activity based on the text.
- *Reading relay*: In groups, one pupil has the text and stands at the other side of the classroom. Group members run out to the reader at the front, listen intently to each section and come back and make notes for each part until all questions have been completed.

- Another strategy could be to enlarge the text and place it outside the classroom. Again, each runner has to read and return with the information and take it in turn to complete the answer grid.

As part of your school's e-twinning partnership, your teacher passes on some information from your partner school, Collège Lavalley in France. Your teacher asks you to complete the information below to be part of a display to be presented at a school assembly. You may use your word list or a dictionary to help you if you need it.



Send Attach Save Draft Spelling Cancel

To: Hameldeer Primary School Show BCC

Cc:

Subject: Bonjour Plain Text

Arial 12 B I U T P ☺ 🌐 - ☰ ☷

Bonjour,
 Je m'appelle Marc Morel et j'ai treize ans. J'habite une petite maison en centre-ville à Toulouse dans le sud de la France. J'habite avec ma mère, mon frère, ma sœur et ma grand-mère. Mon anniversaire, c'est le trente juillet. Comme passetemps j'aime les jeux vidéo et le skate. Mon plat préféré c'est les frites avec la mayonnaise. Mon frère, Luc, a dix-huit ans et il aime le foot et le basket. Ma petite sœur s'appelle Karine et son anniversaire est le premier mars. Elle aime la musique rap et la danse. Mon frère est génial et rigolo, mais ma petite sœur est vraiment énervante !! Ma mère, Caroline, travaille à l'hôpital.

J'espère recevoir une réponse de toi bientôt.

Marc

My E-twinning Partner



Name: _____

Age: _____

Birthday: _____

Home Town: _____

Family:

Hobbies: _____

Any other information:

Now looking at Marc's email, write a reply in French. Make sure you try to mention something under each of the headings on the answer grid. Use a word list or a dictionary to help you.

Send
 Attach
 Save Draft
 Spelling ▾
 Cancel

To: Show BCC

Cc:

Subject: Plain Text

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Bonjour,
 Je m'appelle _____ et j'ai _____ ans.

J'habite à _____ en Ecosse.

J'habite avec _____.

Mon anniversaire, c'est le _____.

Comme passetemps j'aime _____ et
 _____.

Mon plat préféré, c'est _____
 _____.

By Second level, learners will have experienced a broad range of topics and almost all will have a wide range of vocabulary. Some of their work in the L2 could be showcased in a placemat or mind map that they could complete as part of a transition activity to secondary school. This would provide an ideal opportunity for learners to re-cap previous learning.

This could be a supported piece with clear headings, or a more complex piece, where the learner has worked mostly independently.

Reading and writing can be linked, by allowing the learners themselves - with support - to create a piece of writing that can be read aloud and shared with others in the group.

Speaking Snakes

Using the outline of the snake, learners can write in some information about the current context for learning- school subjects and opinions; food and drink likes and dislikes etc. The text is written in one long sentence and the reader then marks each sense unit or phrase and the reads aloud to the group.

e.g. Partner A: jemappelleJohnjaionzeansj'habiteàInverness

Partner B :*je/m'appelleJohn/j'ai/onze/ans/j'habite/à/Inverness*

These can then be decorated and cut out to form a wall or hanging display.



Using a bilingual dictionary is a key skill at Second level and can offer a huge amount of support for learner's literacy skills in English. Although showing learners how to use a reliable translation website in the classroom, such as wordreference.com is also a useful skill, the ability to access a bilingual dictionary is essential for learners as they progress into third and fourth level and then on to National Qualifications.

The activity below allows learners to look up and find the English for a range of misleading cognates.

In order to lay the groundwork for this kind of activity, it is important that learners understand the abbreviations used in the dictionary that apply to the target language such as gender, tense or other parts of speech.

Learners should know where to start looking i.e. the French is in the front half and that the point in the centre of the book is where the language changes!

One of the biggest pitfalls when using the dictionary is applying the wrong context. Learners need to check that the first answer in the dictionary may not be the correct one they need. This can be done in some fun ways:

Dictionary Derby- What's the link? This game encourages learners to link the context. For example, give 4 words for certain jobs, where there can be ambiguity. This is a race - a bit like 'Stop the bus' - so the first person to have the 4 meanings stops the race by calling out 'Arrêtez le bus!'. A bonus is awarded for the correct link. The same game can be used to find the odd one out.

Here's an example: The link is job titles - but avocat is also an avocado

- Un avocat
- Un professeur
- Un chauffeur
- Un plombier

Odd one out: The theme is clothes - but 3 are hats

- Chapeau
- Manteau
- Casquette
- Beret

The same technique can be used to hone alphabetical skills by choosing four words that are very similar or have the same in spelling in one section of the dictionary, but have very different meanings:

- Un ver - worm
- Un verre – a glass
- Le vase – a vase
- La vase – mud



On travaille avec le dictionnaire

Some French words look like English words but they don't mean the same. How can you tell?!

It's tricky - look at these words, for example:

du raisin = a grape (not a raisin)

la monnaie = change (not money)



Top tips!

- Always read the whole sentence
- Check the dictionary
- Make sure the word fits the situation- if not look again!
- Remember the first meaning in the dictionary may not be the correct answer

Below are some words that look like English words.
Can you find the correct meaning in the dictionary?

- a) Un camping b) une dent c) le corps d) une journée

- e) une prune f) un coin g) une veste h) un puzzle

- i) mince j) un slip k) le courrier l) le basket

Can you think of any French words that we use every day in English? With your partner or in a group, make a list of as many you can think of.

And what about words in French and in English that are the same but sound different?!

Can you say them correctly in French?

*a bus- le bus;
a train - un train;
football- le football;
a sandwich- un sandwich;
a ticket - un ticket;
a job - un job;
rugby - le rugby*

Reading for interest and enjoyment

Offering learners a variety of texts including those that are adapted for young learners can sometimes be a bit tricky and time consuming. Often suitable books for age and interest in the target language are too complex for learners working towards Second level. Therefore, it is important to capture the learners' interests with something that offers challenge at the appropriate level, but is not too off-putting due to the complex level of language. Online articles from some commercially adapted magazines can be useful and some have suggested activities attached.

Below is an example of how a copyright free adapted extract from 'Gangsta Granny' by David Walliams can be exploited in the target language.

In this section is an adapted synopsis of the story in French. The paragraph could be read aloud and the learners could use a word list or dictionary to provide a translation in English on this familiar story.

Mamie Gangster

Ben doit rester chez sa grand-mère, quand ses parents font de la danse de salon et à son avis c'est totalement barbant. Sa grand-mère adore jouer au Scrabble et manger de la soupe au chou ! Beurk ! Mais sa grand-mère a un grand secret. Elle n'est pas une grand-mère type. Elle est voleuse de bijoux et surtout des diamants !! Pendant l'histoire, Ben et sa grand-mère ont des grandes aventures ensemble.

This context can then lead to some extension activities, such as a shopping list - *une liste d'achats* - for Gangsta granny's favourite cabbage soup.



In the first chapter, Ben gives his description of a typical granny, ' *Une grand-mère type*'. This would be an ideal opportunity to revise personal descriptions and reinforce adjectival agreement.

Pupils can then describe and draw the typical granny that Ben describes in the text. Learners can draw and describe their own version of 'Mamie Gangster'. This could also be done in the form of a 'Wanted' poster - 'On recherche'.

***Ben's granny is not your typical granny!
Here is what he thinks a typical granny looks like.***

Une grand-mère typique

Elle est petite et grosse avec les cheveux blancs courts et frisés. Elle porte des grandes lunettes et elle a un menton poilu !! Elle a un dentier qu'elle bouge dans sa bouche. Normalement elle porte un tablier à fleurs, un gilet violet et une jupe rose. Elle a toujours des bonbons à la menthe dans sa poche et un mouchoir en papier dans sa manche.

Now in a group or with a partner draw and describe Ben's version of a typical granny.

***What would your 'Mamie' or 'Papi 'Gangster look like?
Using the help box below, or a dictionary, or reliable web-***

site to help you, design a 'Wanted' poster for your own elderly outlaw!



Elle/Il s'appelle - She/he is called	les yeux - eyes
Elle/Il a - She/he has	les cheveux - hair
Elle/Il est - She/he is	un tatouage- a tattoo
Elle/Il mesure ... - She/he is ...tall	grand/petit - big/small
Elle/Il porte ... - She/he is wearing ...	bleu/vert/gris- blue/green/grey
	noir/blond/châtain/gris/blanc black/blonde/ brown/grey/white

Appendix of support materials: Listening



Task 1

As part of your school's E-Twinning partnership they have asked for some information about the pupils in your class. To start with they have sent some podcasts from their own school, however the details have got mixed up. Listen to each one and match up the correct details about their ages and birthdays.

- Listen to each one and draw an arrow to the correct **age**
- Now listen again and this time draw the arrow next to their birthday **month**.
- Now finally draw an arrow to the correct **date**.

You can listen to each section as often as you need to.

Julie	9	April	20 --
Thomas	11	June	30
Patrick	13	October	1st
Lola	10	March	5
Luc	12	January	18

Task 2: Talking

Working with a partner, ask questions to find out the missing information note and fill the gaps in English! The answer the questions from your partner in French.

Here are the questions you need to ask.

- Il/elle s'appelle comment?
- Il/elle a quel âge?
- C'est quand, son anniversaire ?

Partner A

nom	âge	date	mois
Julie	16	6	July
Alain			
Karine	12	22	May
Joël			
Max	10	9	September
Louise			



Partner B

nom	âge	date	mois
Julie			
Alain	13	14	December
Karine			
Joël	15	3	August
Max			
Louise	11	17	February

Task 3: Now with the information from your grid and using the help box, can you write a sentence about each of the pupils for your classroom display ?

Score off each word as you use it.

1. Elle s'appelle Son est le..... juillet.
2. Il Alain anniversaire le 14
3. s'appelle Son est le ... mai
4. Il s'appelle anniversaire est le 3
5. Max S.. ann..... est le ...
.....
6. Louise.

Julie	s'appelle	anniversaire	son	6	février
Karine	s'appelle	anniversaire	son	22	décembre
Joël	s'appelle	anniversaire	son	9	septembre
est	elle	anniversaire	son	17	août
il	elle		est le		

Task 4 Reading



You receive an e-mail from one of the French pupils, who will be visiting your school next month. Your teacher asks you to read through the e-mail and then from your reading, introduce her to your class in English via a short presentation.



Bonjour,

Je m'appelle Manon . J'habite à Barfleur dans le nord de la France en Normandie. J'aime la danse et la musique pop. J'ai une assez grande famille: il y a mon père, ma mère, mes deux frères et ma sœur. On est six en tout!

Look at the sentences below and circle either true or false.

- | | |
|-------------------------------------|-----|
| 1. She is called Manon | T/F |
| 2. She lives in the north of France | T/F |
| 3. She likes rap music | T/F |
| 4. She has quite a small family | T/F |
| 5. She has two brothers | T/F |
| 6. There are 5 in her family | T/F |

With a partner or as part of a group and using a highlighter, underline the words in the French text from Manon that mean:

- a) the north
- b) I like dancing
- c) quite a big family
- d) There are 6 of us in total



You then learn a bit more about her brothers. There may be some words that are unfamiliar here but using your knowledge about language can you work out what the phrases highlighted below mean?



Mes frères s'appellent Luc et Armand et **ils ont quatorze et dix ans**. Ils aiment le foot et le sport en général. **Ils jouent au football** dans le jardin ensemble quand il fait beau. Quand il pleut, ils jouent sur leur X-box ou la Wii!! Ils sont très compétitifs et des fois **ils se disputent** et ça énerve beaucoup ma mère.

- a) mes frères _____
- b) ils ont quinze et dix ans _____
- c) ils jouent au football _____
- d) il se disputent _____

Check your guesses with your word list or a dictionary! Did you guess correctly?

Now complete these sentences in English:

Her brothers are called and

They are and years old.

When the weather is nice they play in the

When it they play or the

She then writes about her sister.

Ma soeur s'appelle Annick et elle a treize ans. Et moi j'ai onze ans et je suis le bébé de la famille. Ma soeur et moi sommes très proches et nous aimons regarder la télé dans le salon ou faire du trampoline. On écoute de la musique pop ensemble et on danse. J'aime bien ma sœur, elle est très sympa.



1. How old is her sister ?
2. How old is Manon?
3. What two things do they like to do together?
4. How does she describe her sister?

Find the French for...

- she is 13 years old
- the baby of the family
- we are very close

Give the English for...

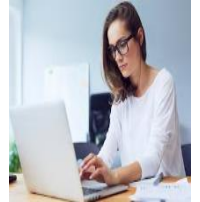
- > on écoute de la musique
- > elle est sympa
- > quelquefois

Manon tells you about her parents. Read both texts and then complete the grid giving 4 pieces of information for each.



Mon père s'appelle Julien. Il a quarante-sept ans. Son anniversaire c'est le quatorze septembre. Il travaille comme infirmier à l'hôpital. Quelquefois il travaille la nuit, ce qui est difficile pour ma mère.

Ma mère Sylvie travaille trois jours par semaine dans une banque. Elle travaille à l'ordinateur pour envoyer des lettres et des e-mails à des clients.



Dad	Mum
1.	1.
2.	2.
3.	3.
4.	4.

Now you have got to know a little about Manon, write the information into the box below under the headings in English and think about an activity that she could do on her visit to Scotland. What do you think she would enjoy and why? Now share the information with your partner or your group.



Have you agreed on the details?
What suggestions have you made for her visit?

Write a few sentences in the box below

Manon: Herself

Her home:

Her brothers and sisters:

Her parents:

Her hobbies:

Task 5 Reading Challenge paired/group activity.

Look at the text below. Before you begin to read, look at the pictures and discuss what you think this text is about.



Bonne Fête



Je suis Nathan. Samedi, je vais fêter mes 13 ans. J'ai invité tous mes amis à la maison cet après-midi pour faire la fête ! J'habite à Nice, dans le sud de la France et généralement il fait beau et chaud en été. Ma tante, mon oncle et mes trois cousins vont venir aussi. Nous avons un grand jardin, alors on va faire un barbecue.

1. What is Nathan celebrating on Saturday?
2. What will the weather be like?
3. Where exactly does Nathan live?
4. Who is coming to his party?
5. Where are they having the barbecue?

Je vais recevoir des cadeaux bien sûr. Ma sœur, Michèle va m'offrir un nouveau ballon de foot. Mes parents vont m'offrir un VTT. Il est grand, de couleur rouge et jaune...c'est super! Ma tante et mon oncle vont m'offrir le nouveau maillot de foot de Paris Saint-Germain. C'est génial et je suis très content. Mes trois cousins vont m'offrir un casque que je vais porter quand je fais du vélo !



6. He already knows what gifts he's getting from his family. You will see the verb 'offrir' which means to give a gift. Underline the word 'offrir' each time you see it in the text and then using a dictionary or word list if you need it work out who is giving the gift and what it is. The first one has been done for you.



Present :
a) football
b)
c)
d)

From :
his sister Michèle

Après le barbecue, on va faire du trampoline et jouer au foot dans le jardin. Le soir, on va au cinéma pour voir un film. J'attends samedi avec impatience.

7. What 3 things are planned for after the barbecue ?

-
-
-



What about your birthday celebrations?

Using words from the text and from the dictionary to help you, **make a list** of 10 things in **French** you might have to celebrate your birthday. You can add a small drawing to show what they mean!

You could include gifts, activities and food.

Number 1 has been done for you!



1. Un gâteau



2.

3.

4.

5.

6.

7.

8.

9.

10.

Task 6 - Stimulus Reading/ writing

As part of your school's e-twinning partnership your teacher passes on some information from your partner school, Collège Lavalley in France.



Your teacher asks you to complete the information below to be part of a display to be presented at a school assembly. You can use your word list or a dictionary to help you if you need it.

Send Attach Save Draft Spelling Cancel

To: Hameldeer Primary School Show BCC

Cc:

Subject: Bonjour Plain Text

Arial 12 B I U T P E -

Bonjour,
Je m'appelle Marc Morel et j'ai treize ans. J'habite une petite maison en centre-ville à Toulouse dans le sud de la France.
J'habite avec ma mère, mon frère, ma sœur et ma grand-mère.
Mon anniversaire c'est le trente juillet.
Comme pasetemps j'aime les jeux vidéo et le skate. Mon plat préféré c'est les frites avec de la mayonnaise.
Mon frère, Luc, a dix-huit ans et il aime le foot et le basket. Ma petite sœur s'appelle Karine et son anniversaire est le premier mars. Elle aime la musique rap et la danse. Mon frère est génial et rigolo, mais ma petite sœur est vraiment énervante !!
Ma mère, Caroline, travaille à l'hôpital.

J'espère recevoir une réponse de toi bientôt.

Marc



Name : _____

Age: _____

Birthday: _____

Home Town: _____

Family : _____

Hobbies: _____

Any other information:

Now looking again at Marc's email, write a reply in French. Make sure you try to mention something under each of the headings on the answer grid. There are some phrases there to get you started. Use a word list or a dictionary to help you.

Send Attach Save Draft Spelling Cancel

To: Show BCC

Cc:

Subject: Plain Text

Arial 12 B I U T [emojis]

Bonjour,

Je m'appelle _____ et j'ai _____ ans.

J'habite à _____ en Ecosse.

J'habite avec _____

Mon anniversaire, c'est le _____

Comme passetemps j'aime _____ et

Mon plat préféré c'est _____



Task 7 : Building dictionary skills

On travaille avec le dictionnaire



Some French words look like English words but they don't mean the same. They are a bit tricky - and they are known as 'false friends' Can you work out why?!

Look at these examples : du raisin = a grape (not a raisin!)
la monnaie = change (not money!)



Top tips!

- Always read the whole sentence
- Check the dictionary
- Make sure the word fits the situation- if not look again !
- Remember the first meaning in the dictionary may not be the correct answer

Below are some words that look like English words.
Can you find the correct meaning in the dictionary?



a) un camping b) une dent c) le corps d) une journée

e) une prune

f) un coin

g) une veste

h) un puzzle

i) mince

j) un slip

k) le courrier

l) le basket



Are there words in French and in English that are the same but sound different? Here are some below: Can you say them correctly in English and in French?

A bus- le bus; a train - un train; football- le football; a sandwich- un sandwich; a ticket - un ticket; a job - un job; rugby - le rugby

Task 8: Talking Challenge - Défi de Virelangues

Here are some tongue twisters that French children learn in school. With a partner or in a group, practise saying as many as you can! How fast can you go? How many times can you say the phrase in 10 seconds?

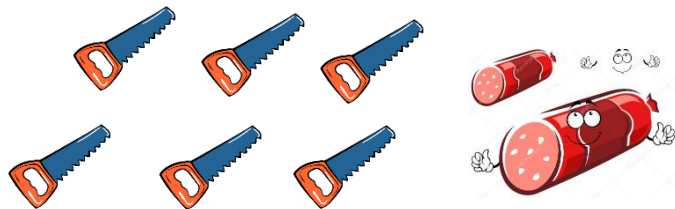
Cinq chiens chassent six chats



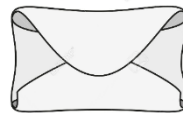
Trois tortues trottent sur trois toits étroits



Six cents scies scient six cents saucisses



Lulu lit la lettre lue à Lili à Lille.



Papier, panier, piano



Can you think of any tongue twisters in English?
Write out one example below!

.....

.....

Task 9: Listening and Talking ; Reading and writing.

Speaking snakes

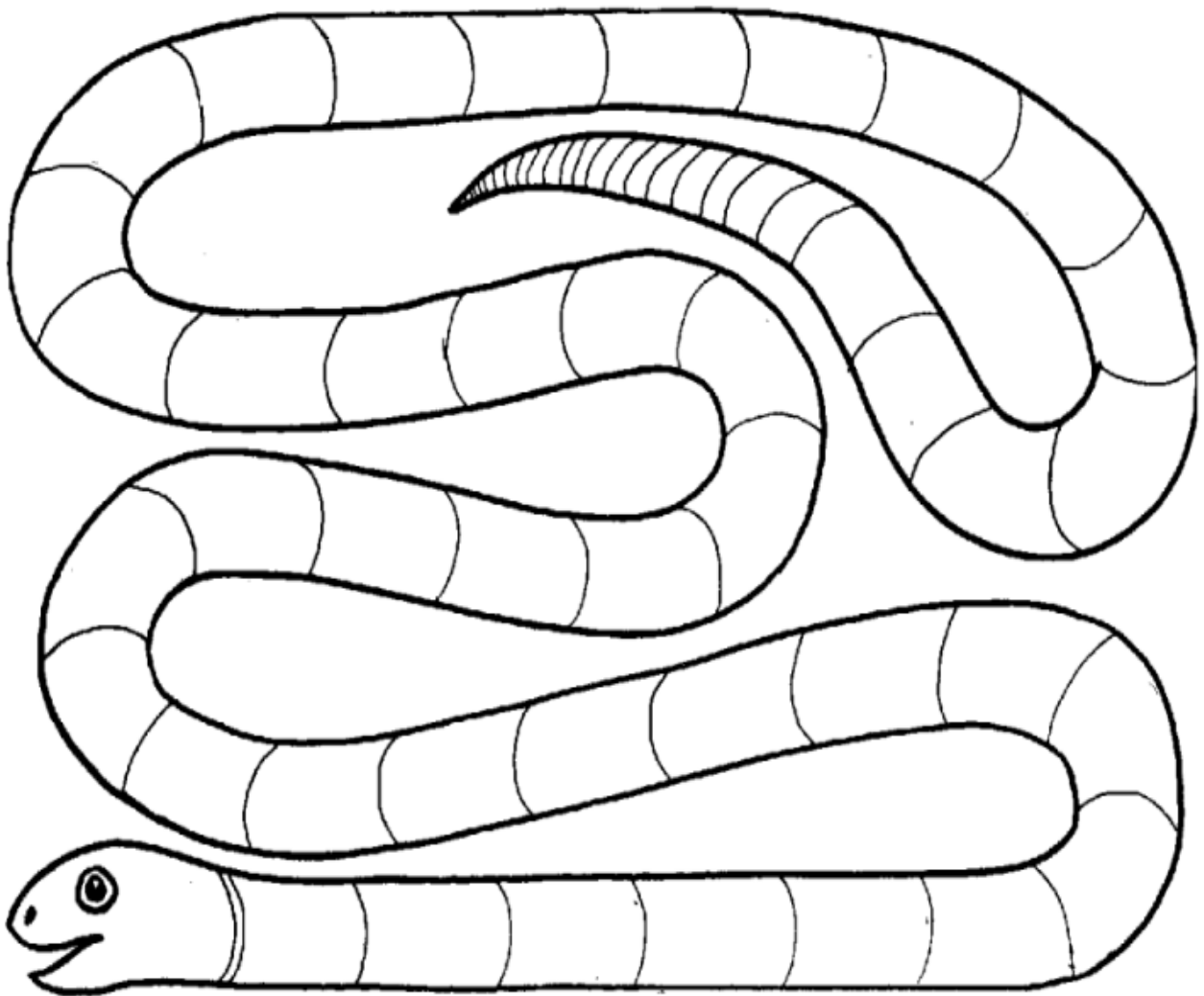
Using the outline of the snake, write in **French** about yourself, your family, your home area, your school, your likes and dislikes. Remember - no capital letters or full stops. Just write one very long sentence!

When you've finished take turns with your partner to read aloud. Then swap snakes and draw a line so each part makes sense

e.g. Partner A: jemappelleJohnjaionzeansj'habiteàInverness

Partner B :*je/m'appelle / John/j'ai/onze/ans/j'habite/à/Inverness*

When you've finished decorate your snake and cut it out.



Task 10: Reading and writing for interest and enjoyment.

Here is an outline in French of the story 'Gangsta Granny' by David Walliams.



Mamie Gangster

Ben doit rester chez sa grand-mère, quand ses parents font de la danse de bal et à son avis c'est vraiment ennuyant. Sa grand-mère adore jouer au Scrabble et manger de la soupe au chou ! Beurk ! Mais sa grand-mère a un grand secret. Elle n'est pas une grand-mère typique. Elle est voleuse de bijoux et surtout de diamants !! Pendant l'histoire, Ben et sa grand-mère ont de grandes aventures ensemble.



With a partner or in a group, practise reading the text aloud. There will be some unfamiliar words. Then using a dictionary or a word list, together can you write your own version of the text in English. The first sentence has been started for you.

Ben has to stay with his grand- mother whilst his parents...

Ben's granny loves cabbage soup- la soupe au chou! Can you make up a shopping list in French for Ben's gran with all the ingredients she needs for her soup? Is there a secret ingredient that makes it special or super smelly? What might that be? Use your imagination!



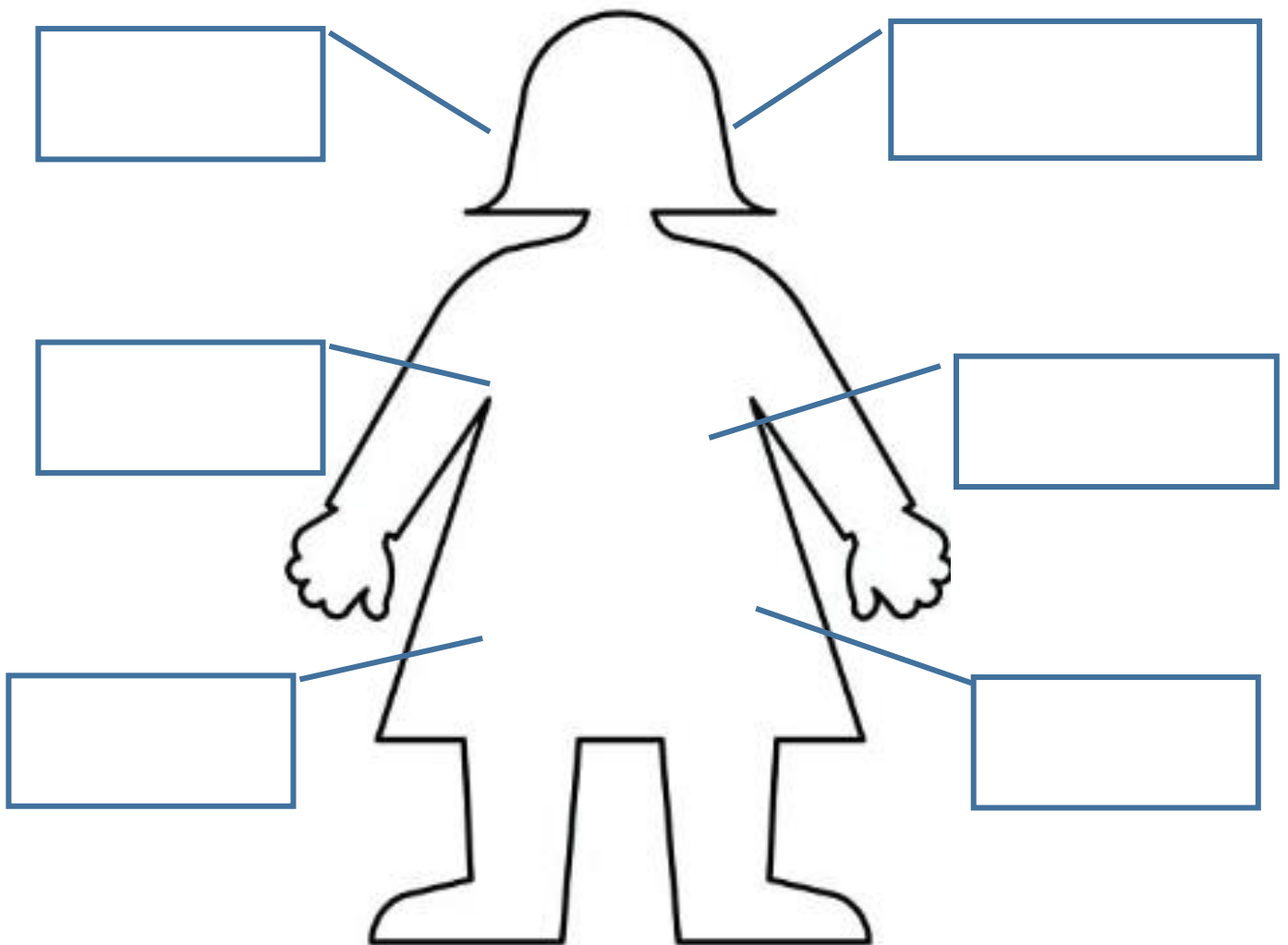
Liste d'achats

**Ben's granny is not your typical granny
Here's what Ben thinks a typical granny looks like.**

Une grand-mère typique :

Elle est petite et grosse avec les cheveux blancs courts et frisés. Elle porte de grandes lunettes et elle a un menton poilu !! Elle a un dentier qui bouge dans sa bouche. Normalement elle porte un tablier à fleurs, un gilet violet et une jupe rose. Elle a toujours des bonbons à la menthe dans sa poche et un mouchoir en papier dans sa manche.

Now in a group or with a partner, draw and describe Ben's version of a typical granny. Explain your drawing in the speech bubbles



What would your 'Mamie' or 'Papi' Gangster look like?! Using the help-box below or a dictionary (or a reliable website!) to help you, design a 'Wanted' poster for your own elderly outlaw!



Elle/Il s'appelle.....She/he is called
Elle/Il a.....She/he has
Elle/Il est....She/he is
Elle/Il mesure... She/he is.....tall
Elle/Il porte ... She/he is wearing

les yeuxeyes
les cheveux.... hair
un tatouage- a tattoo
grand/petit – big/small
bleu/vert/gris-
blue/green/grey
noir/blond/châtain/gris/blanc
black/blonde/ brown/grey/white



.....

