



### **Teacher's notes for "Angus va à l'école"**

These videos are aimed to support and stimulate young language learners by exemplifying pronunciation in French allowing learners to match the written and spoken word. They also aim to support practitioners by offering a platform that can lead to wider learning opportunities. The teacher's notes give a possible way of exploiting the video resource but are in no way prescriptive.

#### **Who is this video for?**

This video is aimed at learners in nursery and lower primary school. The topics are familiar and build on the kind of stories they might encounter in the learning of their mother tongue. The activities reinforce the key learning points from the video and the vocabulary list allows practitioners to prepare any prior learning needed to assist understanding and enjoyment.

### **Building on prior learning:**

Learners should be familiar with basic greetings and be able to understand familiar language for giving and answering personal information and some classroom routine language, such as days, dates, weather etc. Learners may also have an awareness of numbers 1-31 from giving the date, or some knowledge of colours, although this is not essential.

### **Topic area:**

This video introduces learners to a French classroom, taking the register, place names in French, differences between Scotland and France, weather, dates, and an awareness of gender.



By the end of this video learners should be able to:

- *read and understand the key points from the story.*
- *respond verbally and non-verbally to simple questions about the story*
- *demonstrate an understanding of class routines – weather, date etc.*
- *demonstrate an awareness of gender ( present- présente )*

*Additionally, children should have learned about school routine and should be able to talk about some differences between school life in France and Scotland.*

## Key vocabulary

La classe	the class
La salle de classe	the classroom
Les élèves	the pupils
Le/la prof	the teacher
Je fais l'appel	I'm taking the register
Present/ présente	here (m/f)
Absent (e)	absent (m/f)
La France	France
L'Ecosse	Scotland
La Tour Eiffel	The Eiffel Tower
Le château d'Edimbourg	Edinburgh Castle
Le lac de Loch Ness	Loch Ness
Le monstre de Loch Ness	The Loch Ness monster
Le Mont Saint Michel	St Michael's Mount
Une vache des Highlands	A Highland cow
La ville	the town
Les tournesols	sunflowers
Le Mont Blanc	Mont Blanc
Le pont	the bridge
Sur la rivière	on the river
Le musée	the museum
La pyramide	the pyramid
La récréation	the interval/break
Tu viens?	Are you coming?
On va jouer?	Shall we go and play?
Une balançoire à bascule	a see-saw



## Angus va à l'école



1. Introduce the topic by talking about school routine and the kinds of things the learners may already be familiar with. Play the video identifying the characters – Angus, and his classmates. Highlight the difference between “*écossais / français*”
2. Talk about the differences they can see between France and Scotland e.g. the children are not wearing uniform. What items do the children have on their desks? Can they say any in French?
3. The routine of calling the register should be familiar. Do they remember the difference between *present / présente*? Can they give today’s date?
4. As the story progresses, can they guess the places from the pictures? What do they notice about the names such as *Edimbourg* – Edinburgh? Talk through the features of each location.
5. Depending on learners’ stage and ability, click on the talking script to let them listen again to the vocabulary and encourage them to repeat what they hear. “*C’est en France ou en Ecosse?*” could be used with other more familiar places locally using pictures flashcards or postcards.
6. Children could discuss the sunflowers, do they grow in Scotland in the fields? What is our national flower? ( *le chardon écossais- the thistle*)
7. As above with the highland cow. Do the French have a national animal ? (*le coq - cockerel*).
8. As they come to break time, learners can compare the timing of this with their own school day.
9. Highlight the use of “*On va jouer?*” This could be used to suggest other activities in a mime game or “*Jacques –a-dit*” .” *On va jouer au golf/ au tennis/ au foot? On va danser ? On va manger une banane? On va sauter ? On va skier? On va jouer de la guitare?*”
10. How does the playground in the story differ from yours? What games do you play?

As appropriate, re-visit the pages of the video using the talking script to repeat and reinforce new and known vocabulary. The video uses a variety of forms of familiar phrases.

### **Evidence of learning could be....**

**Say:** learners can repeat the key items of vocabulary from the video, through mime or flashcard activities. Hide the card- guess the country or landmark.

**Write:** with support, learners can copy-write key vocabulary from the video in a relevant context. Children can label a map and plot the landmarks in France and in Scotland.

**Make:** learners can design a poster for one of the famous landmarks or create a wall display with famous sights. They could design their own Loch Ness Monster and highlight the use of different colours.

**Do:** with support ,learners could research the landmarks from their websites and make links to the video story.



### **Further learning opportunities**

- Children could look at a other landmarks they may know and link them to the landmarks in the story. La Tour Eiffel, The Tower of London, the Forth Bridge and the Millau bridge, Le Mont Saint Michel and St Michael's Mount (see links below)
- They could focus on the Louvre museum as part of a project.
- They could compare school life in Scotland with France or with another French speaking country.
- They could look at playground games In Scotland and France such as "La marelle " – hopscotch.

## **Useful links:**

**BBC Primary languages- school day**

[http://www.bbc.co.uk/schools/primarylanguages/french/school\\_day/](http://www.bbc.co.uk/schools/primarylanguages/french/school_day/)



**Songs and Rhymes about school**

<http://bit.ly/1ZgypW>

**Le Mont Saint Michel**

<http://www.ot-montsaintmichel.com/index.htm>

**St Michael's Mount**

<http://www.stmichaelsmount.co.uk/>

**Forth Bridge**

<http://www.forthroadbridge.org/home>

**Millau Bridge**

<http://www.leviaducdemillau.com/#/accueil/>

**Louvre**

<http://www.louvre.fr/>

**Playground games**

[http://www.essex.gov.uk/Business-Partners/Early-Years-Childcare/Documents/Traditional\\_playground\\_games.pdf](http://www.essex.gov.uk/Business-Partners/Early-Years-Childcare/Documents/Traditional_playground_games.pdf)

**Playground games in France**

<http://www.cslaval.qc.ca/prof-inet/anim/rec-jeux/recherche.asp>

**La Marelle – Hopscotch**

<http://www.teteamodeler.com/activite/jeu/jeu-marelle.asp>

<http://www.grandiravecnaathan.com/jeux/la-marelle.html>

**School in other French speaking countries**

<http://www.educationscotland.gov.uk/passeportfrancophone/>