



### **Teacher's notes for "Le Grand Voyage"**

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 their 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:**

Children should be familiar with basic greetings and be able to understand familiar language in giving and answering some personal information, such as name, age, where they live and numbers 1-10.



### **Topic area:**

This video introduces learners to travel, methods of transport, place names in French, nationality, certain countries 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*
- *exchange personal information including nationality*
- *demonstrate an awareness of gender.*

*Additionally, children should have learned about travelling to France and should be able to talk about different methods of transport.*

### **Key vocabulary**

Il était une fois	once upon a time
Il dort	he's sleeping
Regarde Regardez	Look ( sing / plural- whole class)
un nounours	a teddy bear
un avion	a plane
monter dans	to climb in
un chat	a cat
un chien	a dog
un lapin	a rabbit

un poisson	a fish
un château	a castle
une tour	a tower
On y va (?)	Let's go there / Shall we go?
On va	we are going
Bien/ ben	well then
Oui (ouais)	yes (informal)
C'est beau	it's beautiful
C'est grand	It's big
C'est petit	It's small
très	very
Vous allez où?	Where are you going?
Je voudrais aller ...	I'd like to go to...
Tu viens?	Are you coming?
Oui, j'arrive	Yes I'm coming
Il y a	There is / are
Edimbourg	Edinburgh
La Tamise	the Thames
La Manche	the English Channel
Douvres	Dover
Londres	London
Bonne idée	good idea
Bon voyage	Have a good trip
merveilleux	marvellous
un passeport	a passport
la nationalité	nationality
L'Ecosse	Scotland



écossais (e)	Scottish (masc/fem)
français(e)	French (masc/fem)
Réveille-toi!	Wake up!
On est à (Paris)?	Are we in (Paris)?
demain	tomorrow
en ferry	by ferry
en train	by train
en bus	by bus
en métro	by underground

### Le Grand Voyage

1. Introduce the topic by talking about travel and the kinds of places they might have already visited.
2. Play the video identifying the characters – Angus, and his toys “*Bonjour Nounours*”.
3. Talk about how you might travel to France? Why would you need a plane? What other ways could you travel?



Introduce other cognates for transport *le ferry/ le train/ le bus*.

4. As the book progresses, can the children guess the places from the pictures? What do they notice about the names such as *Londres* - London
5. Depending on your 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. “*Je voudrais aller*” could be used with other more familiar places or exotic destinations.
6. As they arrive at the airport, the children may be able to tell you about having a passport. This is an opportunity to revise personal information and nationality. This may be new to learners. Explain the difference using *La France & français(e)*. As you ask children around the class, get them to work out the difference in gender from the sound.
7. Highlight the use of “*Tu viens?*” followed by, *J’arrive.*” This could be

consolidated in a circle game with music. A child moves around the outside of the circle and when the music stops, they ask the person they stop the question. When they give the correct answer, that person joins a “Conga” line at the front.

8. At the end of the dream sequence, can the class work out why Angus was dreaming? Where is he going and when?

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.

### **Follow up e-activities.**

These activities are designed to be used on an interactive whiteboard, where the “stylo magique” can draw the links on the screen. A correct version of each activity can be accessed by clicking on the “Réponse” button.



Each video has five follow up activities based on the story.

Activity 1 – Drag and drop. Re-arrange the pictures in the correct order to tell the story.

Activity 2- Identify the character or place from part of the picture from a partial picture. “C’est qui?” or “Qu’est-ce que c’est?”

Activity 3- “Ecoutez!” Learners click on the sound file and drag and drop the correct picture of the method of transport that matches the sound effect. There are 2 unknown ones, can they guess?

Activity 4- “Lisez!” They read the sentence and draw an arrow from the character to the correct method of transport. Can they work out the new ones? You could use the sound files or use mime or gesture to give clues.

Activity 5- “Lisez!” Learners read about the length of time it takes to travel to Paris by various methods of transport. Using the words and numbers from the help box, learners drag and drop the correct words in English into the correct spaces.

### **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 noun. Say the phrase from a stimulus "*Je voudrais aller?*"

**Write:** with support, children can copy- write key vocabulary from the video in a relevant context. They can label a map and plot Angus' journey. They could complete a mini passport with their personal information.

**Make:** design a travel poster for one of the cities or create a wall display with famous sights in these cities or a more familiar town setting.

**Do:** research the cities from their websites and make links to the video learning.

### **Further learning opportunities**

- Learners could look at a real French passport and research where this French writing on the front comes from.
- They could survey the most popular method of transport.
- Using the stimulus of *Aéroport Charles de Gaulle*, they could research some of names of buildings (especially schools) named after famous people. Are there any in their town or local area?

**Useful links:**

**Inverness**

<http://bit.ly/1qMtC2B>

**Edinburgh**

<http://bit.ly/1qMtC2B>

**Aéroport Charles de Gaulle**

<http://bit.ly/1syhLp0>

**Passport Motto**

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

**Passport writing frame**

<http://bit.ly/1pW0PTO>

**Songs and Rhymes**

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

<http://bit.ly/1tG9RYD>

