



Teacher's notes for "J'ai faim"

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:

Children should be familiar with basic greetings and close family members (*maman/papa*) as well as be able to understand familiar language in giving and answering personal information such as , “Bonjour Je m’appelle, ça va?”

Learners should also be familiar with numbers up to 10 both in oral /aural form and recognition of the words in French and days of the week.

Topic area:

This video introduces learners to simple food items and specialist shops. It introduces transactional language of asking for an item and the cost. It also contains phrases for daily routine and health.

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*
- *ask for an item and ask how much it costs.*
- *give an opinion on food items.(J’aime/ je n’aime pas etc).*

Additionally, they should have learned about specialist shops and be able to compare these with shops in Scotland.

Key vocabulary

le marché

the market

le magasin de bonbons

the sweet shop

le magasin de fruits et légumes

the greengrocer’s

l’épicerie

the grocer’s

la boulangerie

the baker’s

la pâtisserie

the cake shop

un croissant

a croissant

un éclair au chocolat

a chocolate éclair

un melon

a melon

un paquet de biscuits

a packet of biscuits



une banane	a banana
une barre chocolatée	a chocolate bar
une fraise	a strawberry
une glace	an ice-cream
une pomme	an apple
une sucette	a lollipop
des bonbons	sweets
des caramels	toffees
Je voudrais	I would like
C'est combien?	How much is it?
Voilà	Here it is
Angus se réveille	Angus wakes up
Il dort	He's asleep
Aïe	Ouch
J'ai mal au ventre	I have a sore tummy
Qui est là	Who's there?
un bisou	a kiss
Tu aimes...?	Do you like ...?
J'aime	I like

J'ai faim

1. Introduce the topic by looking at Angus and try and work out what they think "*j'ai faim*" means. What is Angus doing ?
2. Talk about shopping and the kinds of items in different shops.
3. Play the video identifying the character – Angus, and from the background scenery, identify where Angus is.
4. Use the actions in the picture to let the children work out "*se réveille*"
5. At the grocer's look at the kinds of products on the shelves and help the learners guess what kind of shop it is. Use the script to practise the new vocabulary.



6. “*Je voudrais*” can be used in other contexts and may already be familiar to some. Children could play the “Granny goes to market” (*Je vais au marché et je voudrais...*) memory game, where each person repeats the items and adds on another item to the list using “*et*”
7. Asking the price with “*C’est combien?*” Listen and practise the pronunciation. Make sure learners can discern the difference between the French and English pronunciation of “Euro”. Get them to find other words that look the same in French and how they are pronounced differently such as *sandwich, train, pullover* etc.
8. As you go through each scenario, the children should be able to repeat and identify the actions of Angus and the changing days of the week... what day is next?
9. As he visits each shop, allow learners to talk about any differences or similarities they notice. Do they know any French foods?
10. At the sweet shop, what do they think about what Angus buys? Is it good for him? Again reinforce the French pronunciation of familiar words “*chewing gum, caramels.*” Connect the sounds - *miam, miam* - yum yum. How is Angus feeling now?
11. What is different on the last pages “*Il dort* “. What is Angus doing? Why do they think he’s not hungry? “

As appropriate, re-visit the pages of the video using the talking script to repeat and reinforce new and known vocabulary.

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. Easy identification of each food item in the story. Activity

2- Identify the food from a part of the picture. “*Qu’est-ce que c’est?*”

Activity 3- “*C’est de quelle couleur?*” Children draw an arrow from the colour to the correct food item. (There may be more than one arrow for each.)

Activity 4- “*Ecoutez !*” They click on the food item, listen to the sound file and drag and drop the correct number.

Activity 5- “*Lisez !*” Children read Milou’s stock taking list and fill in the missing numbers for each item on the list. This includes 3 new items from recognisable cognates.

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 food item. Say the phrase from a stimulus “*Je voudrais..?*” They could give their opinion of certain food items by doing a survey (sondage) in groups or pairs. *Tu aimes? Oui j’aime/non je n’aime pas.*

Write: with support, children can copy-write key vocabulary from the video in a relevant context such as, “*C’est ?*” Use an outline drawing for the class to colour and label. Create an outline of food items using a word snake. Extend to using more colours in French .They could make a list of their food item likes and dislikes

Make: design a poster or a menu for a particular shop/ café, listing the items available or create a wall display for Angus and his purchases.

Do: research a French bakery or pâtisserie. Compare the similarities and differences between France/or a French speaking area with Scotland.

Further learning opportunities

- You could use the shop vocabulary to extend to places in the town, with the class creating their own town map.
- You could extend the “*J’ai mal ...*” to extend to other parts of the body.
- You could look at the items of food to discuss aspects of healthy eating.
- You could research other onomatopoeic words like “*Aïe* “ and “*miam miam*” that are different in French e.g. animal sounds.



Useful links:

How to visit a French bakery

<http://vimeo.com/41367959>

Making Crêpes

<http://www.bbc.co.uk/programmes/p01112gd>

At the supermarket

<http://www.bbc.co.uk/programmes/p01115x2>

BBC Primary French

http://www.bbc.co.uk/schools/primaryfrench/index_flash.shtml

Songs and rhymes in French about part of the body/ food items /place in town

<http://www.primaryresources.co.uk/mfl/mfl.htm>

<http://www.monedespetsits.fr>

French animal sounds

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

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

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