

Education Support Pack

Starting French I

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Introduction

What is Kar2ouche?



Kar2ouche is a multimedia authoring tool, used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how and why as well as what.

<p>Information – processing skills</p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
<p>Reasoning skills</p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
<p>Enquiry skills</p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

Creative thinking skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer individual interpretations of texts or situations• create original multimedia texts• add imagined scenes and events• respond imaginatively to texts and situations.
Evaluation skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• consider how meanings are changed when texts are adapted to different media• review, modify and evaluate work produced• reflect critically on written text, their own work and the work of peers• compare and contrast their work with the work of others.
Communication	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• listen, understand and respond critically to others• articulate ideas in groups of different sizes• use visual aids and images to enhance communication.

Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or caption containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/ debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these students can add sound, their own digital images, special effects and recordings of their own voices.



If time is limited, you can complete partial storyboards for your students to finish in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

Animations



Students who have access to Kar2ouche out of class time, enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- TV chat show/interview
- advertisement
- fashion show to show fashions of time.
- documentary
- film trailer
- musical score.

Publications



As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create, could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience.

The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual pupils. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those pupils who experience some kind of sensory or learning difficulty, on average 20% of pupils in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on pupils’ autonomy in learning. The project found that pupils not only were more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables pupils to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often under-developed. In Kar2ouche all of the text is provided with a soundfile so that pupils can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a pupil’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, pupils begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. ‘Nothing motivates children with special needs more than success, especially when their peer group

can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum.) Once confidence has been built, the speech and thought bubbles offer the opportunity for pupils to write in small bite-size chunks. This can be increased gradually by requiring pupils to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these pupils found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, pupils who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these pupils as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For pupils with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The sound files also help these children. Likewise the brief sound-clips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, pupils are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.

This Pack

This pack provides examples of just some of the ways Kar2ouche can be used to enhance your pupils' learning through visualisation, debate, speculation and exploration. It links closely with the National Curriculum as well as the National Literacy Strategy. In addition, lesson suggestions incorporate activities that can be used to develop ICT capabilities.

With a little customisation, the work suggested can be used with Years 3-6. In many of the activities, work gets progressively more difficult for use with older groups and/or to challenge the more able in groups lower down the school.

So why use Kar2ouche at all? Pupils find Kar2ouche an easy-to-use, accessible and absorbing program that enables them to explore fictional and non-fiction texts in a way that develops insight and understanding of sometimes quite difficult concepts. Where material is open-ended, pupils find that Kar2ouche helps them to develop interpretations that they are then able to justify with close reference to the material they have read. Through the activities, pupils are also given the opportunity to communicate ideas through collaborative working, exchange of views and group presentations. The texts and images also provide the stimulus for creative writing and provide pupils with the opportunity to reflect critically on their own work and the work of others.

One of the benefits of using Kar2ouche is, therefore, its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your classes. The variations are almost limitless.

All of the activities are presented as 'suggestions'. However, Kar2ouche is an open-ended teaching and learning tool, and as you become familiar with its functionality and content it is likely that you will want to devise your own lesson plans and suggestions.

Structure

The pack is divided into sections. This is Section 1 – the Introduction and it comprises an overview of curriculum coverage; Section 2 incorporates a range of lesson suggestions and photocopiable pupil worksheets. Section 3 is an appendix containing the scripts for all the audiofiles and storyboards. All suggestions provide opportunity for cross-curricular learning and intended learning outcomes are provided at the beginning of each set of activities.

Most of these activities are suitable for **pair and group work** because by working together pupils dynamically re-interpret, analyse and create meaning from the text.

Supporting Materials

When you have loaded the Kar2ouche software onto your system, you will find a range of storyboards that have been included to support students' learning. Each of the twenty nine storyboards links directly to the activities within the ESP.

Education Support Pack

A copy of the ESP is available in PDF format on our website. This can be accessed by visiting www.kar2ouche.com/esp.

Presentations

Some of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a stand-alone computer and disks on which to record the pupils' work. Other methods of sharing work might include:

- a network management system allowing all pupils to see the same presentation on their individual computer screens
- saved files in a shared area where pupils can gain access at their own speed
- pupils moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

Getting in Touch

We would welcome feedback on the materials we are providing. If you would like to share your ideas and additional suggestions, you can get in touch with us by:

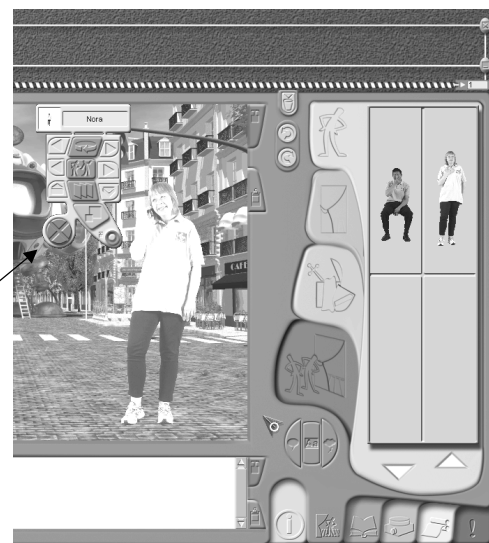
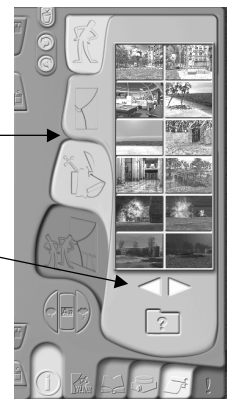
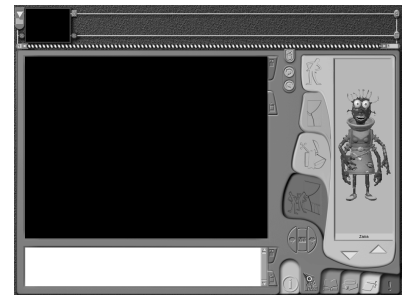
- visiting our Web page <http://www.kar2ouche.com>
- writing to – Education Support Packs, Immersive Education, The Old Malthouse, 19a Paradise Street, Oxford OX1 1LD.

If You Haven't Used Kar2ouche Before – A Starter

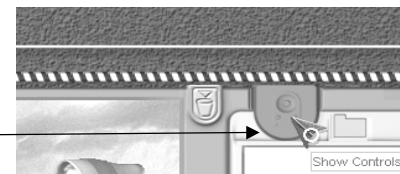
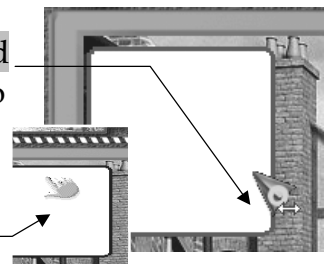
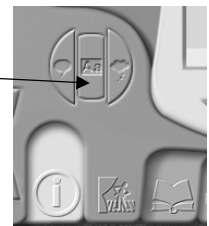
If pupils have not used Kar2ouche before, they should refer to the Quick Start Guide or complete the Apprentice activities in *Composer*. However, a quick way of showing them the main functions is to demonstrate creating a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text boxes, as well as adding text and sound. They can pick up the other skills as they go.

To create a title slide

- 1 Ask pupils to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, pupils should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.



- To rotate the character pupils click on the left and right facing arrow heads at either side of the top icon.
 - To repose the characters they click on the arrow heads either side of the central, characters icon.
 - To resize the character pupils should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
 - The bottom icon allows the layering of characters and/or props.
 - The character can be moved around by left clicking and dragging.
- 4 Next ask pupils to add a text box. They can do this by left clicking on the **text box icon**. The text box will appear in the top left hand portion of the screen. Pupils can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the box bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the box to elsewhere on the screen pupils should hover over the top of the box until the **hand** appears, left click to grab it and then drag to position.
- 5 Finally, pupils could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text audio tab** at the bottom of the screen. Next they should click on the **show controls icon** at the top of this text audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices pupils press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Pupils will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame ...

About Starting French I

The activities suggested for use with Kar2ouche Starting French 1 are intended to complement materials from the Key Stage 2 QCA scheme of work Units 1–6. They will also serve as a foundation for pupils embarking on their first French course at Key Stage 3. It is intended that the tasks can be integrated within existing units of work providing pupils with alternative approaches to learning.

Each unit includes text/audio scenarios as well as word banks to extend the pupils' vocabulary and offer them support as they complete creative tasks. These word banks are organised in sections, as appropriate:

- 1 Useful phrases and key vocabulary for the particular context
- 2 Verbs – including tenses
- 3 Attitudes and opinions
- 4 Words relating to time, sequences and numbers.

It is envisaged that each activity will start with some teacher instruction and explanation of key ideas and targets for learning, before pupils begin work on the computer. This could be as a review of work already completed using existing schemes of work, or as an introduction to a new topic.

Where French is new to pupils, the introduction to the lesson may incorporate some of the words from the word bank in a 'listen and repeat' activity.

A plenary session could comprise pupils reviewing each other's work in small groups or selected presentations to the whole class. Extension activities are provided for pupils who require a greater challenge.

Each of the units provides opportunities for pupils to work either alone or in pairs. The activities requiring pupils to create their own storyboards are particularly suitable for collaborative work with pupils taking on the roles of the individual Kar2ouche characters.

NOTE: When using Kar2ouche with younger pupils, you may like to change the screen fonts. Do this by going into Utilities and clicking on the question mark. Go to the third page and change the Window, Bubble and Tool tip fonts. Window and Bubble work well on Comic Sans 12, whereas the Tool tip works at Comic Sans 14 bold. You will need to type in your password. The default password is password – but your network manager may have changed this so check first.

National Curriculum Links

There are many opportunities to link the activities within the units that follow to activities within the QCA schemes of work and also work from the National Curriculum. Links to other subjects are included within each QCA unit. These can be found by visiting the website http://www.standards.dfes.gov.uk/schemes/primary_mfl

There are also opportunities to reinforce some of the work completed through the delivery of the National Literacy Strategy, as illustrated below.

		Year 3	Year 4	Year 5	Year 6
Word level	Revision and consolidation	Terms 1-3: 2, 4	Terms 1-3: 1		
	Spelling strategies	Terms 1-3: 5, 6, 7	Terms 1-3: 2, 3, 4	Terms 1-3: 1, 2, 3	Terms 1-3: 1, 2, 3
	Spelling conventions and rules	Term 1: 8 Term 2: 8, 9, 10, 11 Term 3: 8	Term 1: 7, 8	Term 1: 4, 5 Term 2: 4, 9 Term 3: 5, 6	Term 1-3: 4
	Vocabulary extension	Term 1: 13, 14 Term 2: 17, 18, 19 Term 3: 12	Term 2: 10 Term 3: 11	Term 1: 8 Term 3: 8, 11, 12, 13	Term 3: 6
Sentence level	Grammatical awareness	Term 1: 1-5 (verbs) Term 2: 1-5 (adjectives) Term 3: 1-3 (pronouns)	Term 1: 1, 2 Terms 2-3: 1	Terms 1-2: 1, 2, 3, 4 Term 3: 1, 2, 3	Term 1: 1-3 Terms 2-3: 1
	Sentence construction and punctuation	Term 1: 6, 7, 9 Term 2: 8, 10, 11 Term 3: 4, 5, 6	Term 1: 5 Term 2: 3, 4 Term 3: 2, 3	Term 1: 6, 7, 8 Term 2: 5, 6, 10 Term 3: 4	Term 3: 3
Text level	Fiction and poetry	Term 1: 2, 4 Term 2: 5	Term 1: 5	Term 1: 5	Term 1: 5
	Reading comprehension				
	Writing composition	Term 1: 9, 10, 14 Term 2: 7 Term 3: 12	Term 1: 13	Term 1: 18, 19, 20 Term 2: 13 Term 3: 7	Term 1: 7, 9 Term 2: 10 Term 3: 14
	Non-fiction	Term 1: 18 Term 2: 15 Term 3: 17	Term 2: 16, 17 Term 3: 19	Term 2: 16, 17 Term 3: 16	Term 3: 16, 17, 18, 19
	Reading comprehension				
	Writing composition	Term 3: 21	Term 2: 21, 22, 23 Term 3: 25	Term 3: 18	Term 1: 17, 18 Term 3: 20, 21, 22

Embedded Activities

Introduction

Included in this Content Library are three embedded activities. These activities make use of the new activity screen in Kar2ouche.

The activity screen contains step-by-step instructions to guide students through the activity, including links to the audiofiles and storyboards used during the lesson, thus eliminating the need to have more than one application open on screen at one time.

Included here are the teachers' notes for each activity, along with a copy of the step-by-step instructions that the students will see in the activity screen.

The activities included are:

Activity 1: Bonjour!

Activity 2: Des Objets

Activity 3: Movie Time

Teacher Notes

Activity 1 Bonjour!

Key Stage/Year Key Stage 2/ Years 3-6

Group Organisation Students should be encouraged to work in pairs during these activities, as selected by you. This is in order to practise the vocabulary in conversation.

Suggested Timing 1-2 lessons.

Overview of Task

Students are introduced to the vocabulary for meeting and greeting each other and finding out their names. Students then complete a storyboard in which they meet other characters and practise the vocabulary introduced. This activity can be used as an introduction to Unit 1 Task 1 of the ESP.

Objectives

All students will: use spoken French to meet and greet others.

Most students will: use spoken and written French in response to questions.

Some students will: use spoken and written French, using phrases from memory.

Curriculum References

These activities relate to Unit 1 of the Key Stage 2 QCA scheme of work for French.

National Curriculum

English En2 Reading 2 a-d understanding texts; 3 a-f reading for information; 5a and e, and 9b non-fiction texts. En 3 Writing 1a choosing form and content to suit purpose, 9a and b range of purposes for writing: to imagine and explore feelings, and to inform and explain; 10; 12.

PSHE 4b think about the lives of people living in other places and times, and people with different values and customs.

**National
Literacy Strategy****Years 3 - 6**

Terms 1 - 3: Word level objectives relating to identifying mis-spelt words; using known spellings as a basis for spelling other words; using independent spelling strategies.

Year 3

Term 1: T4 to read, prepare and present play scripts; T5 to recognise key differences between prose and play script; T16 to write simple play scripts.

Year 4

Term 1: T5 to prepare, read and perform play scripts; T13 to write play scripts.

Year 5

Term 1: T5 to understand dramatic conventions; T18 to write own play scripts; T19 to annotate a section of play script; T20 to evaluate the script and performance.

Year 6

Term 1: T9 to prepare a short section of story as a script.

Outcomes

By the end of these sessions, students will have:

- been introduced to vocabulary for meeting, greeting and asking a person's name
- practised the vocabulary with a partner in conversation
- completed a storyboard conversation between two characters using French.

Resources

Kar2ouche *Starting French 1* Content Library

- **Vocabulary** audio
- **Conversation** storyboard

A French-English dictionary

Post-it notes for plenary

Headphones and microphones

Activities

Introduction – Learning the Vocabulary

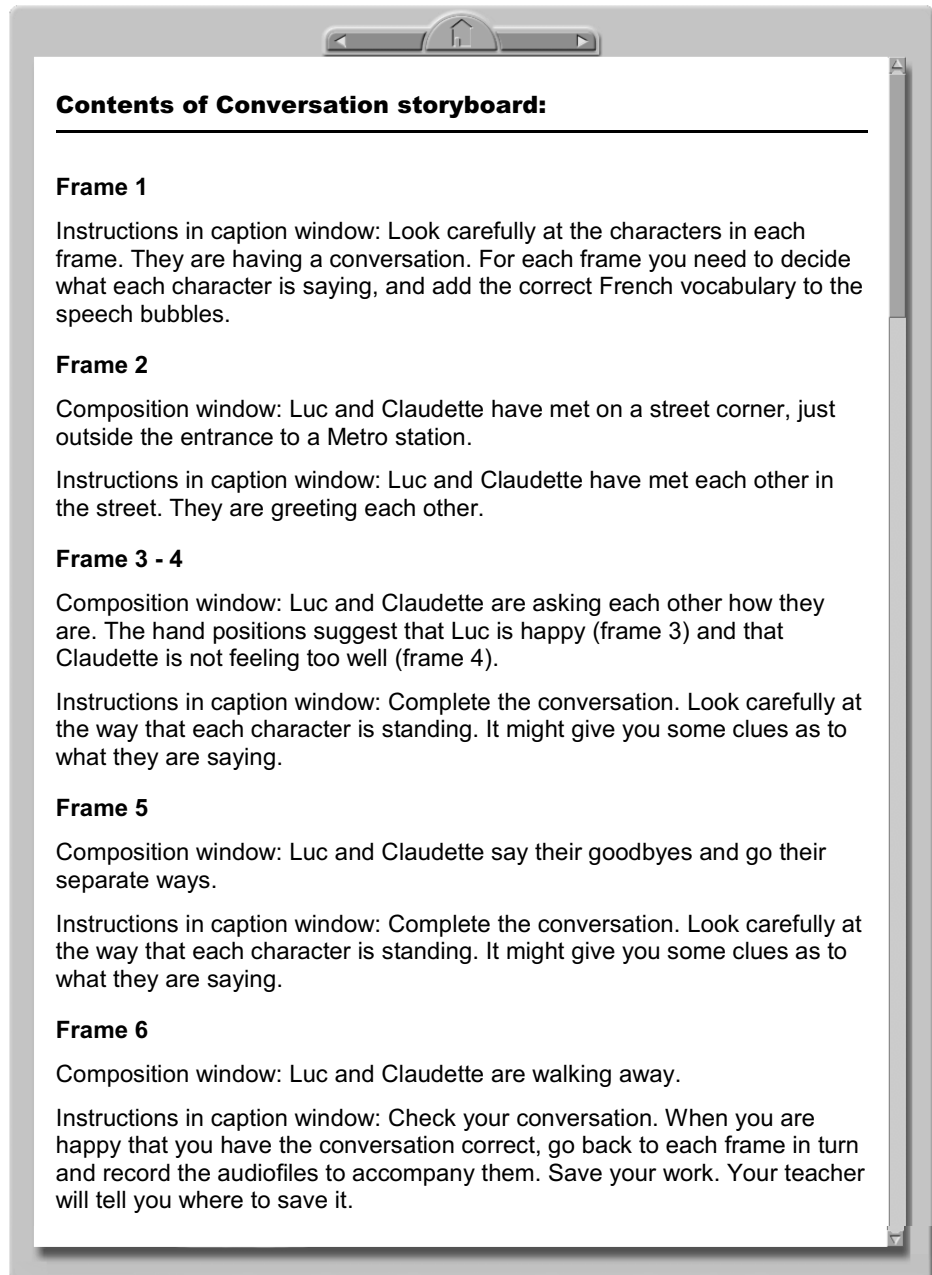


- 1 Ask pairs of students to volunteer to role-play a scenario in which one student bumps into a friend in the street and they begin a conversation. The conversation might comprise:
Student 1: Hello, Jenny! How are you?
Student 2: Hi Sarah! I'm very well, thanks. How about you?
Student 1: Oh, not so bad...
Student 2: I must dash. See you soon. Bye Sarah.
Student 1: Yeah, good-bye, Jenny.
- 2 Discuss and make a list of the phrases used during the conversations between the pairs of students. List them on the board for reference.
- 3 Using Kar2ouche, introduce the class to the equivalent French vocabulary. Students open Kar2ouche *Starting French 1* and locate the activity screen for Activity 1: *Bonjour*. From the introductory section, students can click on the icon to listen to the **Vocabulary** audio.
- 4 Ask students to look carefully at the spelling, pronunciation and translation of the words and phrases.

Development – Meeting your Friend



- 5 Working in pairs, students play back the **Vocabulary** audio, repeating words as necessary in order to practise the correct pronunciation.
- 6 Students then practise meeting their friend and having a brief conversation with them, saying hello, asking how they are and then saying goodbye in French.
- 7 They then open the **Conversation** storyboard by clicking on the icon in the development section of Activity 1.
- 8 Students follow the on-screen instructions to complete the conversation between the two characters by adding the correct speech to each speech bubble. If students require extra support, they can use the word bank contained in the palette located in the text/audio screen.
- 9 They then record their own audiofiles.



Contents of Conversation storyboard:

Frame 1

Instructions in caption window: Look carefully at the characters in each frame. They are having a conversation. For each frame you need to decide what each character is saying, and add the correct French vocabulary to the speech bubbles.

Frame 2

Composition window: Luc and Claudette have met on a street corner, just outside the entrance to a Metro station.

Instructions in caption window: Luc and Claudette have met each other in the street. They are greeting each other.

Frame 3 - 4

Composition window: Luc and Claudette are asking each other how they are. The hand positions suggest that Luc is happy (frame 3) and that Claudette is not feeling too well (frame 4).

Instructions in caption window: Complete the conversation. Look carefully at the way that each character is standing. It might give you some clues as to what they are saying.

Frame 5

Composition window: Luc and Claudette say their goodbyes and go their separate ways.

Instructions in caption window: Complete the conversation. Look carefully at the way that each character is standing. It might give you some clues as to what they are saying.

Frame 6

Composition window: Luc and Claudette are walking away.

Instructions in caption window: Check your conversation. When you are happy that you have the conversation correct, go back to each frame in turn and record the audiofiles to accompany them. Save your work. Your teacher will tell you where to save it.

- 10 Once students have recorded their audiofiles they should save their work ready for sharing during the plenary.

Please note. You should direct your students to save their work in their own area on your network. This will prevent the existing storyboard being overwritten!

- 11 Working with their partners, students now create a new storyboard conversation that could be used as a model for supporting other students learning to speak French.

- 12 Explain that the conversation will involve two characters that are already together. One of the characters may be a new student in the class who is with a 'buddy' while they settle into their new surroundings. They then meet with another character. The conversation will need to include greeting each other, introducing the new character to the other friend and asking each other how they are. The conversation will end with the characters saying their goodbyes.
- 13 Encourage the students to write their conversations down as play scripts. These could be saved and used in another lesson to revise the language they have learnt.
- 14 The text for this conversation can be typed into Word and then saved as a text (.txt) file so that it can be imported into Kar2ouche.
- 15 When students have decided on their conversation and created the storyboard, they can add audiofiles and sound effects to complete their work.
- 16 If they wish, the storyboard can be turned into an animation.

Plenary – Bonjour!

- 17 Students share both the completed **Conversation** storyboard and their own storyboards with the rest of the class. If you have access to an interactive whiteboard or a data projector, then the whole class can view each conversation. Students can be invited to vote for their favourite conversation. Alternatively, the storyboards can be looped so that the students can watch each conversation. Post-it notes can be used for voting purposes.

For assessment purposes, the storyboards should be checked for students' understanding of the vocabulary. Any pronunciation and spelling difficulties should also be mentioned. The spellings can be tackled in the same way as you would during Literacy Hour.

Extension

- 18 Students create cartoon conversations using some of the other characters from the Content Library. They create their storyboards and then, using the print screen, they choose a layout in which to print their cartoon. These can then be printed out and displayed, or made into a fun languages textbook.

Student Notes

Activity 1: Bonjour!

Objectives

In these Kar2ouche activities you will be introduced to the French vocabulary for meeting, greeting and asking someone their name. You will be able to practise your French by completing a storyboard conversation between two characters.



Outcomes

By working step by step through the main activities you will:

- become familiar with the vocabulary for meeting and greeting people
- learn to ask 'What is your name?'
- practise your French by creating conversations between two characters.

Resources

To complete the activities you will need access to:

- Kar2ouche *Starting French 1* Content Library
- a French-English dictionary

Activities

Introduction – Learning the Vocabulary

- 1 Be prepared to volunteer to role-play a scenario in which you bump into a friend in the street and begin a conversation in English.
- 2 Your teacher may discuss these conversations with you, in particular the types of words and phrases that are used in this sort of conversation. If you weren't chosen for the role-play, be ready to share examples of the words and phrases used in the conversations you watch.
- 3 You will be learning to have a conversation in French. As an introduction to this, you will need to listen to the pronunciation of some important words and phrases. Listen carefully to the words contained in the **Vocabulary** audio.
- 4 As you listen, look at the spellings and what each word means in English.



Click here to listen to the **Vocabulary** audio.

Development – Meeting your Friend

You are going to help other students in your school learn to have a conversation in French. There is a range of books that you can buy in the shops that help you to learn a new language. Your teacher may have some in class. You are going to make your own 'Learn to Speak French' materials.

- 5 Working with a partner, listen again to the **Vocabulary** audio. This time, repeat each word as you hear it, so that you can practise saying the words correctly.



Click here to listen to the **Vocabulary** audio.

Student Notes

- 6 Now practise meeting your friend as you did for the role-play in the introduction, but this time practise saying hello, asking how they are and then saying goodbye in French.
- 7 Open the **Conversation** storyboard.
- 8 Follow the on-screen instructions and complete the conversation that has been started between Luc and Claudette.
- 9 Make sure that you record your own audiofiles to go with the conversation.



Click here to open the **Conversation** storyboard.

- 10 Save your conversation ready to share later in the lesson.
- 11 Now you are going to create a new conversation. This time, you are going to use the vocabulary for asking a person their name as well as meeting and greeting them.
- 12 With your partner, make up a conversation in which two friends are already together. It could be that one of the characters is new to the school or a new next-door neighbour, and the other character is showing them round. They could be in the playground, or walking down the street. They then meet with a third character. The conversation will need to include greeting each other, introducing the new character to the other friend and asking each other how they are. The conversation will end with the characters saying their goodbyes.
- 13 When you have decided on your conversation, you might wish to type it out so that it looks like a play script. If you do, you can type it into MS Word and save it as a text (.txt) file. This means that your text can be imported into your Kar2ouche storyboard. If you need help with this, ask your teacher.
- 14 Open a new storyboard. Choose your characters and backgrounds, and then add the text to speech bubbles.
- 15 When you are happy with your storyboard, you can add appropriate sound effects and record your own audiofiles to complete your work. Don't forget to save your work!
- 16 If you have time, you can turn your storyboard into an animation.

Plenary – Bonjour!

- 17 Share your **Conversation** storyboard and the work that you have just completed with the class. Your teacher may ask you to vote for the conversation that you like most. Use a Post-it note to vote for your favourite conversation. Write your reasons for choosing it on the note.

Teacher Notes

Activity 2 Des Objets

Key Stage/Year	Key Stage 2/ Years 3-6
Group Organisation	Students should be encouraged to work in pairs during these activities, as selected by you. This is in order to practise the vocabulary learnt during the lessons.
Suggested Timing	1-2 lessons.

Overview of Task

Students apply knowledge of nouns and adjectives from Literacy lessons to French vocabulary. They are introduced to the vocabulary for colours, animals and classroom objects. They practise the vocabulary introduced by completing descriptive sentences and making posters for display around the classroom. This activity can be used to revise and extend work from Units 3 and 4 of the ESP.

Objectives

All students will: identify classroom objects; identify gender of nouns; recognise colours; understand names of animals; create sentences to describe objects.

Most students will: identify classroom objects using the correct gender; respond appropriately when describing the colour of objects; communicate using sentences in French; understand the way that sounds are represented in writing.

Some students will: write and say sentences using memorised language; begin to apply aspects of grammar when responding to activities; use the correct gender for nouns.

Curriculum References

These activities relate to Units 1, 3 and 4 of the Key Stage 2 QCA scheme of work for French.

National Curriculum

English En2 Reading 2 a-d understanding texts; 3 a-f reading for information; 5a and e, and 9b non-fiction texts. En 3 Writing 1a choosing form and content to suit purpose, 9a and b range of purposes for writing: to imagine and explore feelings, and to inform and explain; 10; 12.

PSHE 4b think about the lives of people living in other places and times, and people with different values and customs.

**National
Literacy Strategy****Years 3 - 6**

Terms 1 - 3: Word level objectives relating to identifying mis-spelt words; using known spellings as a basis for spelling other words; using independent spelling strategies.

Year 3

Term 1: S1 use awareness of grammar to decipher new words.

Term 2: S2 understand the function of adjectives within sentences; S3 use the term adjective appropriately.

Term 3: S2 identify pronouns.

Year 4

Term 1: S1 re-read own writing to check for grammatical sense.

Term 2: S1 revise and extend work on adjectives.

Term 3: S1 understand that some words can be changed in particular ways and others cannot.

Year 5

Term 1: S1 investigate word order.

Term 2: S1 re-order simple sentences; consolidate basic conventions of Standard English.

Term 3: S1 secure basic conventions of Standard English.

Outcomes

By the end of these sessions, students will have:

- revised nouns and adjectives
- an understanding of simple sentence structure in French
- been introduced to vocabulary for colours, animals and classroom objects
- practised writing descriptive sentences in French
- created a poster for classroom display to help other students learn the names of objects.

Resources

Kar2ouche *Starting French 1* Content Library

- **Nouns and Adjectives** audio
- **Describe the Animal** storyboard
- **C'est Quelle Couleur?** storyboard

A French-English dictionary

Post-it notes

Headphones and microphones

Activities

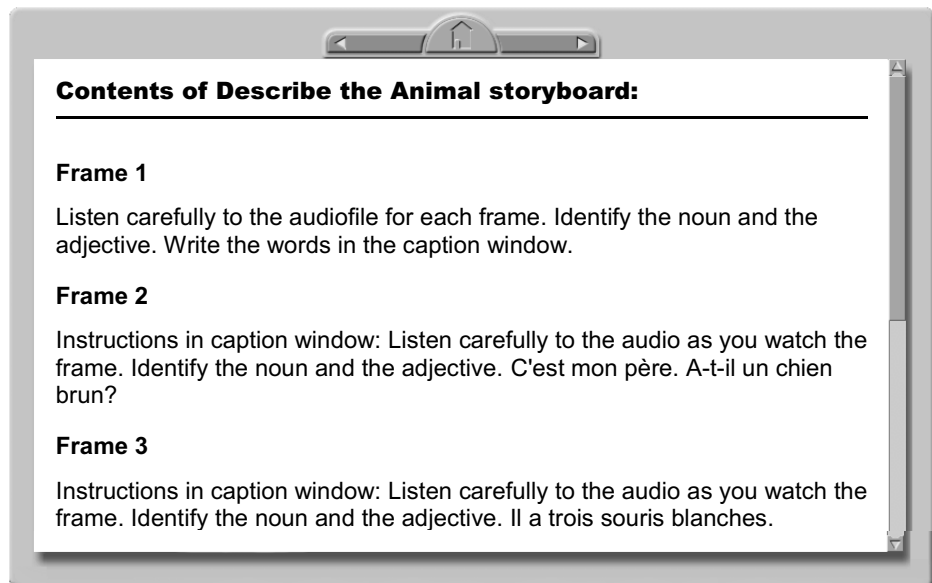
Introduction – Nouns and Adjectives

- 1 Revise the terms noun and adjective with the students:
An adjective is a word that describes somebody or something. *Old, white, busy, careful* and *horrible* are all adjectives. Adjectives either come before a noun, or after verbs such as *be, get, seem, look* (linking verbs).
A noun is a word that denotes somebody or something. In the sentence, *My younger sister won some money in a competition, 'sister', 'money' and 'competition' are nouns.*
(Source: http://www.standards.dfes.gov.uk/literacy/teaching_resources. Click on the NLS framework link, then on the glossary link for further definitions.)
- 2 Share examples of sentences with and without adjectives, highlighting the placing of the adjective within the sentence, for example *I have a cat. I have a black cat.* The adjective appears before the noun.
- 3 Compare the sentence with the French equivalent: *J'ai un chat noir.* Explain that the adjective appears after the noun.
- 4 Using Kar2ouche, introduce the class to the French vocabulary for animals, classroom objects and colours. Students open Kar2ouche *Starting French 1* and locate the activity screen for Activity 2: *Des Objets*. From the introductory section, students click on the icon to listen to the **Nouns and Adjectives** audio.
- 5 Ask students to look carefully at the spelling, pronunciation and translation of the words and phrases, especially those adjectives that take a different ending when the noun they are describing is feminine.



**Development –
Décrire des
Objets**

- 6 Working in pairs, students play back the **Nouns and Adjectives** audio, repeating words as necessary in order to practise the correct pronunciation.
- 7 To revise the placing of the noun and adjective within a sentence, students open the **Describe the Animal** storyboard by clicking on the icon in the development section of Activity 2. The storyboard contains two examples of sentences that describe animals. Students listen carefully to the descriptions and identify the nouns and adjectives.



Contents of Describe the Animal storyboard:

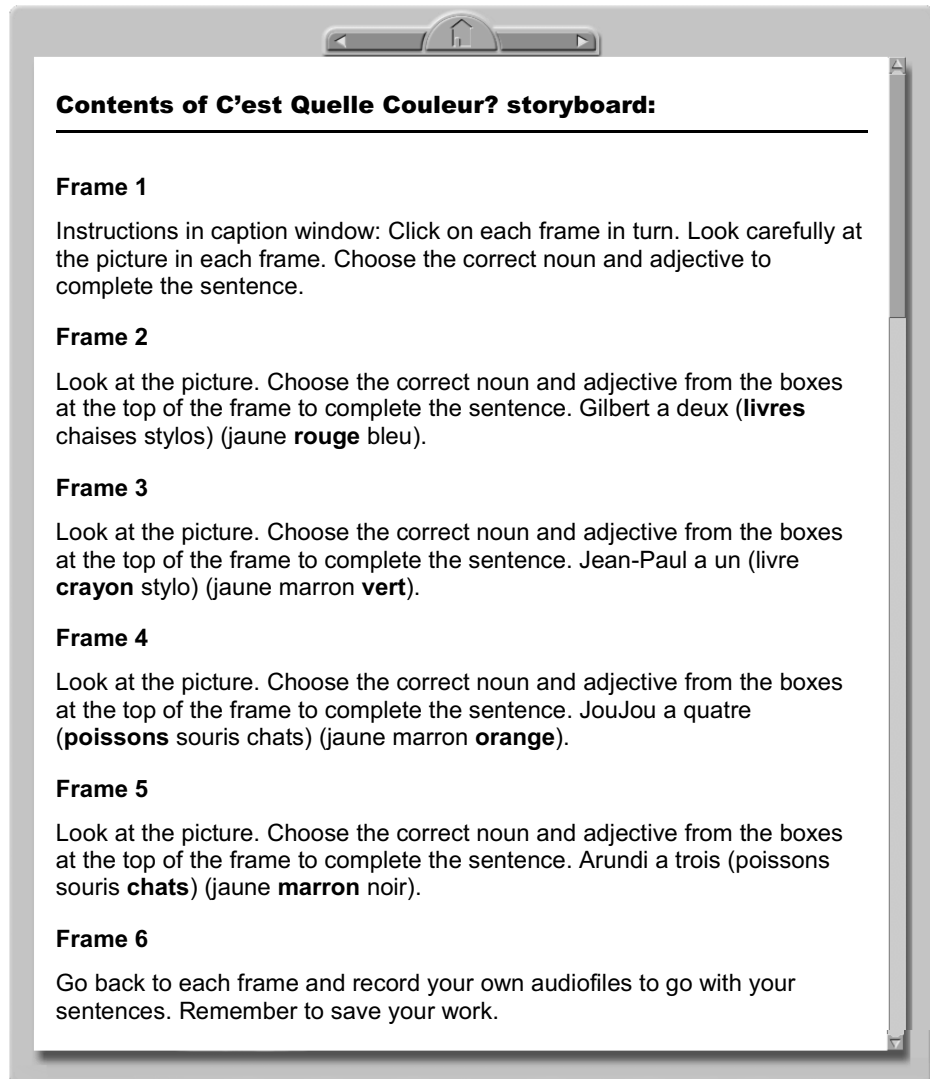
Frame 1
Listen carefully to the audiofile for each frame. Identify the noun and the adjective. Write the words in the caption window.

Frame 2
Instructions in caption window: Listen carefully to the audio as you watch the frame. Identify the noun and the adjective. C'est mon père. A-t-il un chien brun?

Frame 3
Instructions in caption window: Listen carefully to the audio as you watch the frame. Identify the noun and the adjective. Il a trois souris blanches.



- 8 The students then open the **C'est Quelle Couleur?** storyboard by clicking on the icon in the development section of Activity 2.
- 9 Students follow the on-screen instructions to complete the sentences. Each sentence includes a noun that requires an adjective to describe it. If students require extra support, they can use the word bank contained in the palette located in the text/audio screen.
- 10 Once the sentences have been completed students can record their own audiofiles, giving them the opportunity to practise speaking in French.



Contents of C'est Quelle Couleur? storyboard:

Frame 1
Instructions in caption window: Click on each frame in turn. Look carefully at the picture in each frame. Choose the correct noun and adjective to complete the sentence.

Frame 2
Look at the picture. Choose the correct noun and adjective from the boxes at the top of the frame to complete the sentence. Gilbert a deux (**livres** chaises stylos) (jaune **rouge** bleu).

Frame 3
Look at the picture. Choose the correct noun and adjective from the boxes at the top of the frame to complete the sentence. Jean-Paul a un (livre **crayon** stylo) (jaune marron **vert**).

Frame 4
Look at the picture. Choose the correct noun and adjective from the boxes at the top of the frame to complete the sentence. JouJou a quatre (**poissons** souris chats) (jaune marron **orange**).

Frame 5
Look at the picture. Choose the correct noun and adjective from the boxes at the top of the frame to complete the sentence. Arundi a trois (poissons souris **chats**) (jaune **marron** noir).

Frame 6
Go back to each frame and record your own audiofiles to go with your sentences. Remember to save your work.

- 11 Once students have recorded their audiofiles they should save their work. It can be printed out for marking and assessment.
- 12 Working with their partners, students now create a new storyboard that will become a poster for displaying in the classroom.
- 13 Explain that the poster should contain a selection of classroom objects and colours in both French and English.
- 14 To help the students design the layout of their posters, show them some of the posters that teachers may have for helping younger students learn vocabulary. Discuss the need for eye-catching layouts, and remembering not to clutter the poster.
- 15 Students can use the backgrounds and props from the Content Library to create their poster. Alternatively students can arrange their chosen objects on a surface in the classroom and take digital photographs. These can be inserted into Kar2ouche by clicking on the orange folder in the backgrounds palette within the composition screen.

- 16 Once the frame has been created, students use a text box to add labels to each object. The labels can be in French and English.
- 17 Students go to the print screen and select an appropriate layout for their poster. The posters can then be printed out for display in the classroom.

**Plenary -
Present your
Work**

- 18 Students print out, or share on screen, the sentences from the **C'est Quelle Couleur?** storyboard. The position of the noun and adjective can be reinforced for future use. Students can self-mark their work.
- 19 The posters can be displayed in the classroom, or passed to another class for use during their lessons. Students and teachers can be invited to choose their favourite posters, giving reasons for their choice on Post-it notes. Posters can be laminated to extend their use.

For assessment purposes, the storyboards should be checked for students' understanding of the vocabulary and sentence structure. Spellings and grammar can be discussed in the same way as you would during the word or sentence level activities in Literacy Hour.

Extension

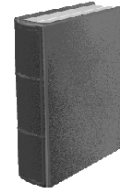
- 20 Students create a dictionary of French and English words that will help other students learning the language. They can be printed out and bound ready for use.

Student Notes

Activity 2: Des Objets

Objectives

In these Kar2ouche activities you will be introduced to the French vocabulary for colours, animals and classroom objects. You will be able to practise your French by completing sentences and then produce a poster to help others learn the vocabulary you have just learnt.



Outcomes

By working step by step through the main activities you will:

- revise nouns and adjectives
- become familiar with the vocabulary for colours, animals and classroom objects
- practise writing descriptive sentences in French
- create a poster to help others learn the names of nouns and adjectives.

Resources

To complete the activities you will need access to:

- Kar2ouche *Starting French 1* Content Library
- a French-English dictionary
- Post-it notes

Activities

Introduction – Nouns and Adjectives

- 1 Be prepared to explain what a noun and an adjective are. Think of some good sentences that you can use as examples.
- 2 Your teacher may ask you to share your sentences with the class. It is important that you understand the difference between nouns and adjectives, as you will be using them during these activities.
- 3 You are going to look at the way that nouns and adjectives are ordered in sentences in French. Your teacher may have shown you some examples on the board, for instance un chat noir. Do you see that the adjective comes after the noun?
- 4 You are going to write some descriptive sentences in French. As an introduction to this, you will need to listen to the pronunciation of some important vocabulary. Listen carefully to the words contained in the **Nouns and Adjectives** audio.
- 5 As you listen, look at the spellings and what each word means in English.



Click here to listen to the **Nouns and Adjectives** audio.

Student Notes

Development – Décrire des Objets

You are going to help other students in your school learn some new French vocabulary. Teachers sometimes use posters and labels around the room to help students learn the names of objects. There is a range of books that you can buy in the shops that help you to learn a new language. You are going to make your own posters to display around your classroom.

- 6 Working with a partner, listen again to the **Nouns and Adjectives** audio. This time, repeat each word as you hear it, so that you can practise saying the words correctly.



Click here to listen to the **Nouns and Adjectives** audio.

- 7 Just to remind you about the placing of nouns and adjectives in sentences, you are going to answer some questions.
- 8 Open the **Describe the Animal** storyboard. Listen carefully to the audio and answer the questions contained in the caption window of each frame.



Click here to open the **Describe the Animal** storyboard.

- 9 Now open the **C'est Quelle Couleur?** storyboard.
- 10 Follow the instructions and complete the sentences. Each sentence has gaps that you need to fill. When you have filled in the gaps, you can record your own audiofiles.



Click here to open the **C'est Quelle Couleur?** storyboard.

- 11 Once you have finished, save your work. You may be able to print it out later and mark it.
- 12 Working with your partner, you are now going to create a new storyboard that will become a poster for displaying in the classroom.
- 13 The poster should show some classroom objects and different colours with labels in both French and English.
- 14 Your teacher might show you some of the posters that are used in your classroom, or you might be able to go to a class further down the school to see what is used there.
- 15 Look through the backgrounds and props from the Content Library. You can use these to create your poster. If you wish, you can gather your objects from what you have in the classroom, arrange your chosen objects on a surface and take digital photographs. These can be inserted into Kar2ouche by clicking on the orange folder in the backgrounds palette within the composition screen.
- 16 Once you have created your frame, use text boxes to add labels to each object. The labels should be in French and English.
- 17 You can now print your poster out. Go to the print screen, choose the layout that you prefer and print out your poster.

Plenary – Present your Work

- 18 Print out, or share on screen, the sentences from the **C'est Quelle Couleur?** storyboard with the rest of the class. Your teacher may allow you to mark your sentences.
- 19 Display your posters in the classroom. You might like to invite another class or some teachers in to see your posters. Ask your visitors to choose their favourite poster. They can write their comments on Post-it notes and attach them to the poster.

Teacher Notes

Activity 3 Movie Time

Key Stage/Year Key Stage 2/ Years 3-6

Group Organisation Students may wish to complete **Gilbert's Challenge** as individuals. Students should then be encouraged to complete the remainder of the activities in pairs or small groups, as selected by you.

Suggested Timing 1-2 lessons. Access to the software is necessary for both lessons.

Overview of Task

Students are given the opportunity to revise the vocabulary for meeting and greeting, dates, the weather, the names of countries and towns, and asking and saying where someone is going by taking **Gilbert's Challenge**. Students then complete an animation in which they add sound effects, speech and audiofiles. This activity can be used to revise aspects of the whole Content Library.

Objectives

All students will: use spoken French to meet and greet others; understand weather phrases; respond appropriately when asked the date; understand the time; ask and respond to questions about where others are travelling to.

Most students will: use spoken and written French to meet and greet others; understand weather phrases; respond appropriately when asked the date; understand the time; ask and respond to questions about where others are travelling to.

Some students will: use and apply French vocabulary from memory when speaking and writing.

Curriculum References

These activities relate to Units 1 - 6 of the Key Stage 2 QCA scheme of work for French.

National Curriculum

English En2 Reading 2 a-d understanding texts; 3 a-f reading for information; 5a and e, and 9b non-fiction texts. En 3 Writing 1a choosing form and content to suit purpose, 9a and b range of purposes for writing: to imagine and explore feelings, and to inform and explain; 10; 12.

PSHE 4b think about the lives of people living in other places and times, and people with different values and customs.

**National
Literacy Strategy****Years 3 - 6**

Terms 1 - 3: Word level objectives relating to identifying mis-spelt words; using known spellings as a basis for spelling other words; using independent spelling strategies.

Year 3

Term 1: T4 to read, prepare and present play scripts; T5 to recognise key differences between prose and play script; T16 to write simple play scripts.

Year 4

Term 1: T5 to prepare, read and perform play scripts; T13 to write play scripts.

Year 5

Term 1: T5 to understand dramatic conventions; T18 to write own play scripts; T19 to annotate a section of play script; T20 to evaluate the script and performance.

Year 6

Term 1: T9 to prepare a short section of story as a script.

Outcomes

By the end of these sessions, students will have:

- revised the vocabulary for meeting, greeting, dates, the weather, towns, countries and asking where someone is going
- written a play script in French to accompany a 'silent movie' animation
- completed the animation by adding appropriate sound effects and speech.

Resources

Kar2ouche *Starting French 1* Content Library

- **Gilbert's Challenge** storyboard
- **What are they Saying?** storyboard
- **Movie** storyboard

A French-English dictionary

Headphones and microphones

Activities

Introduction – Gilbert’s Challenge



- 1 Revise some of the vocabulary that students are going to be using during this activity by asking them a variety of questions, for instance
 - Quelle heure est-il?
 - Quel temps fait-il?
 - Où vas tu?
 - Où habitez-vous?
 - Quelle est la date d’aujourd’hui?
- 2 Using Kar2ouche, invite the students to take **Gilbert’s Challenge**. Students open Kar2ouche *Starting French 1* and locate the activity screen for Activity 3: *Movie Time*. From the introductory section, students click on the icon to begin **Gilbert’s Challenge**.

Development – What are they Saying?

- 3 Explain that many years ago people watched silent movies. These movies showed the characters acting but not speaking any lines. The important words would be shown on screen in a separate frame. The movie would be accompanied by background music that would change according to the scene being acted, for example fast dramatic music would accompany a chase.
- 4 Working in pairs, students look at the **What are they Saying?** storyboard by clicking on the icon in the development section. Discuss the scene that is shown.
- 5 Suggest that the students look at the backgrounds and the characters’ gestures for clues on their speech.

Contents of What are they Saying? storyboard

Frame 1

Look carefully at this scene. What do you think the storyline is? What are the characters saying?

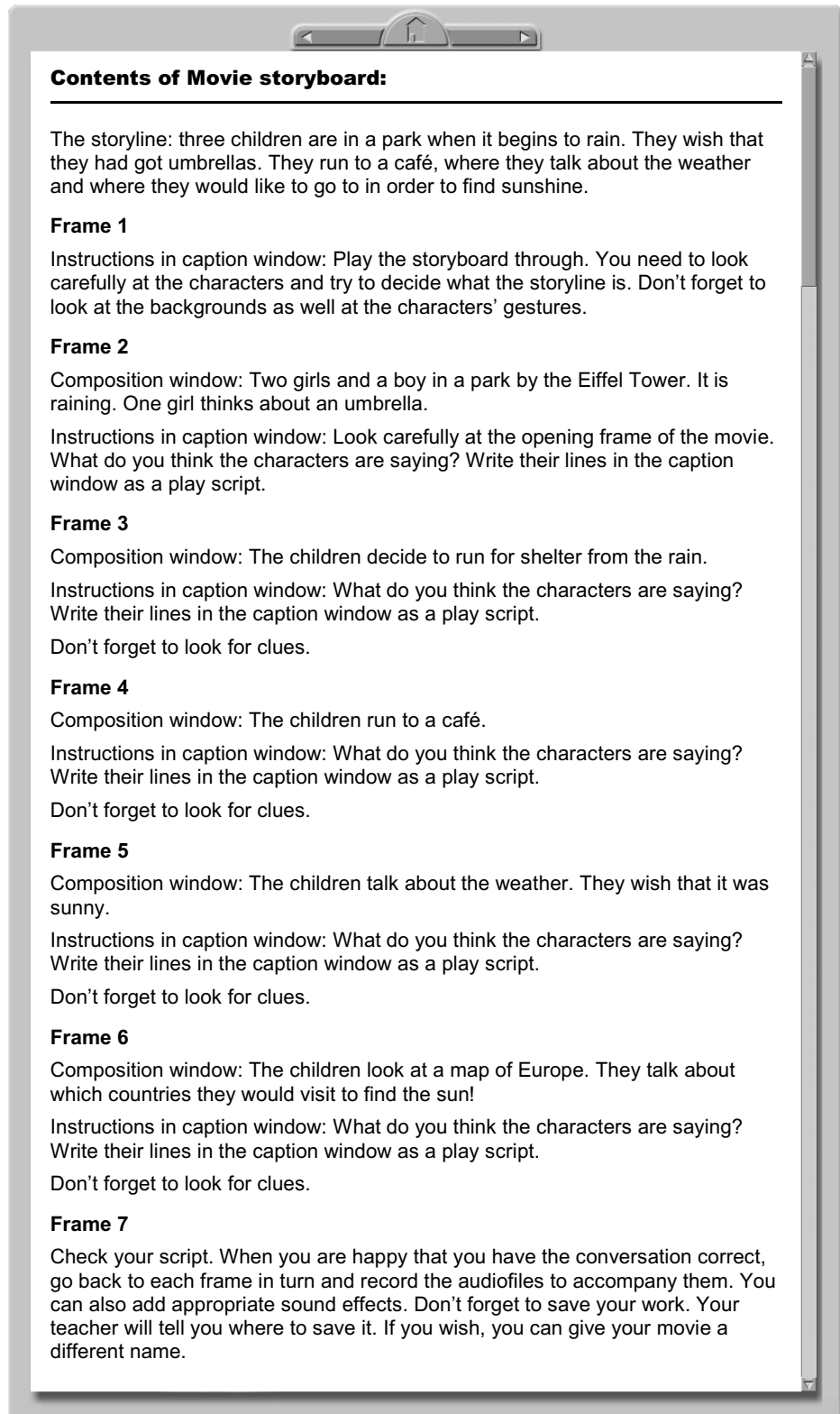
Frame 2

What is happening now? Look carefully at the background and the gestures of the characters. Do you think that they are happy or angry? What clues tell you this?



- 6 Ask students to share their suggestions for the storyline and the actual lines that the characters may be speaking with a partner. If students wish to, their ideas can be shared with the class.
- 7 They then open the **Movie** storyboard by clicking on the icon in the development section of Activity 1.

- 8 Students follow the on-screen instructions to complete the conversation between the two characters.
- 9 They should write a script, typing the lines into the caption window. If students require extra support, they can use the word bank contained in the palette located in the text/audio screen.



Contents of Movie storyboard:

The storyline: three children are in a park when it begins to rain. They wish that they had got umbrellas. They run to a café, where they talk about the weather and where they would like to go to in order to find sunshine.

Frame 1
Instructions in caption window: Play the storyboard through. You need to look carefully at the characters and try to decide what the storyline is. Don't forget to look at the backgrounds as well at the characters' gestures.

Frame 2
Composition window: Two girls and a boy in a park by the Eiffel Tower. It is raining. One girl thinks about an umbrella.
Instructions in caption window: Look carefully at the opening frame of the movie. What do you think the characters are saying? Write their lines in the caption window as a play script.

Frame 3
Composition window: The children decide to run for shelter from the rain.
Instructions in caption window: What do you think the characters are saying? Write their lines in the caption window as a play script.
Don't forget to look for clues.

Frame 4
Composition window: The children run to a café.
Instructions in caption window: What do you think the characters are saying? Write their lines in the caption window as a play script.
Don't forget to look for clues.

Frame 5
Composition window: The children talk about the weather. They wish that it was sunny.
Instructions in caption window: What do you think the characters are saying? Write their lines in the caption window as a play script.
Don't forget to look for clues.

Frame 6
Composition window: The children look at a map of Europe. They talk about which countries they would visit to find the sun!
Instructions in caption window: What do you think the characters are saying? Write their lines in the caption window as a play script.
Don't forget to look for clues.

Frame 7
Check your script. When you are happy that you have the conversation correct, go back to each frame in turn and record the audiofiles to accompany them. You can also add appropriate sound effects. Don't forget to save your work. Your teacher will tell you where to save it. If you wish, you can give your movie a different name.

- 10 When students have decided on their script, they can add audiofiles and sound effects to complete their work.
- 11 They should then save their work. **Please note:** You should direct your students to save their work in their own area on your network. This will prevent the existing storyboard being overwritten!

Plenary – Movie Time

- 12 Students share their completed **Movie** storyboards with the rest of the class. If you have access to an interactive whiteboard or a data projector, then the whole class can view each movie and discuss the scripts that have been added.
- 13 The class can become film critics for the lesson. Students watch each movie and write a short review of what they see. If you do not have the facility or time to watch each movie as a whole class, you can allocate movies to small groups of ‘critics’. They can write their reviews and either report back to the remainder of the group or type up their reviews to be left by the computer. Other groups who watch the movie can read these and add their comments as well.

For assessment purposes, the storyboards should be checked for students’ understanding of the vocabulary. Any pronunciation and spelling difficulties should also be mentioned. The spellings can be tackled in the same way as you would during Literacy Hour.

Extension

- 14 In pairs, students can create their own ‘silent movies’ for other pairs to complete using some of the other characters from the Content Library.
- 15 Students could then turn their movies into picture books for other students to complete on paper. The variety of conversations that have been generated from the pictures could then be compared.

Student Notes

Activity 3: Movie Time

Objectives

In these Kar2ouche activities you will revise the French vocabulary for meeting and greeting, dates, the weather, the names of countries and towns, and asking and saying where someone is going by taking **Gilbert's Challenge**. You will then complete an animated storyboard by adding your own audiofiles and sound effects.



Outcomes

By working step by step through the main activities you will:

- revise the vocabulary for meeting, greeting, dates, the weather, towns, countries and asking where someone is going
- write a play script in French to accompany a 'silent movie' animation
- complete the animation by adding appropriate sound effects and speech.

Resources

To complete the activities you will need access to:

- Kar2ouche *Starting French 1* Content Library
- A French-English dictionary

Activities

Introduction – Gilbert's Challenge

- 1 You are going to revise some of the vocabulary that you will be using during these activities. Your teacher may ask you some questions, so be prepared to share your answers.
- 2 You can now take **Gilbert's Challenge**. Gilbert has been learning French and has prepared some questions for you to answer. Follow the instructions to complete the challenge.

[click here](#)  click here to open **Gilbert's Challenge** storyboard

Development – Meeting your Friend


You are a scriptwriter. A film producer has asked you to come and work for him at his studios, where he is re-mastering a film. The film was made during the time when silent movies were popular, so the actors don't have spoken lines. The script has been lost and your job is to write a new script for the scene.

- 3 To help you understand what your script-writing task involves, have a look at the **What are they Saying?** storyboard. Your teacher will ask you some questions about the storyboard, so you need to read the on-screen instructions very carefully.
- 4 As you look at the frames, look for clues from the backgrounds and characters' gestures.

[click here](#)  Click here to view the **What are they Saying?** storyboard.

Student Notes

- 5 Share your ideas about the storyline and characters' lines with a partner. Don't forget that the characters are speaking in French!
- 6 Working with your partner open the **Movie** storyboard.
- 7 Follow the on-screen instructions to complete the activity. You will need to play the storyboard through first before you start writing the script.
- 8 Write your script in the caption window of each frame. If you need extra help with the vocabulary, you can look at the text/audio screen.
- 9 When you have finished your script, you can record your own audiofiles and add appropriate sound effects.

click here  Click here to open the **Movie** storyboard.

Plenary – Movie Time

- 10 Save your completed movie. You can give it a new title.
- 11 Share your completed movie with the rest of the class. You are now a film critic. You have been invited to watch the films and write a review on them for a newspaper. Your teacher will tell you which films you are to watch.

Unit I Je Parle Français

Word Bank

Useful phrases and key vocabulary

French	English Equivalent
Au Revoir	Goodbye
Bonjour	Hello
Ça va bien	I'm fine
Ça va bien?	You are well?
Ça va?	How are you?
Combien	How many
Comme-ci, comme-ça	So-so
Comment t'appelles-tu?	What is your name?
Écoutez et répétez	Listen and repeat
Égale	Equals
Elle	She
Elle s'appelle	Her name is
Encore	Again/more
Et	And
Il	He
Il s'appelle	His name is
Je	I
Je m'appelle	My name is
L'enfant	Child
L'étranger	Stranger/Alien
La chaise	Chair
La fille	Girl
La gomme	Rubber/Eraser
La grand-mère	Grandmother
Le professeur	Teacher
La règle	Ruler
La table	Table
Le garçon	Boy
Le livre	Book
Le professeur	Teacher
Le sac	Bag
Le stylo	Pen
Le tableau	Board
Les crayons	Pencils

French	English Equivalent
Les crayons de couleur	Coloured pencils
Ma	My (feminine)
Madame	Mrs or Madam
Mal	Badly
Merci	Thank you
Merci beaucoup	Thank you very much
Mes	My (plural)
Moins	Minus
Mon	My (masculine)
Mon ami	My friend (male)
Mon amie	My friend (female)
Monsieur	Mr or Sir
Nombres	Numbers
Non	No
Oui	Yes
Pardon	Sorry
Passez-moi	Pass
Plus	Plus (addition)
Qu'est-ce que c'est?	What is it?
S'il te plaît	Please (informal)
S'il vous plaît	Please (formal)
Salut	Hi
Super bien	Great
Très bien	Good
Tu	You (informal)
Vous	You (formal)

Verbs

Ecoutez et répétez	Listen and repeat
--------------------	-------------------

Attitudes and opinions

Super bien	Great
Très bien	Good
Mal	Badly
Comme-ci, comme-ça	So-so
Ça va bien	I'm fine

**Words relating to
time, sequences
and numbers**

French	English Equivalent
Un	One (masculine)
Une	One (feminine)
Deux	Two
Trois	Three
Quatre	Four
Cinq	Five
Six	Six
Sept	Seven
Huit	Eight
Neuf	Nine
Dix	Ten
Onze	Eleven
Douze	Twelve
Combien	How many
Plus	Plus (addition)
Moins	Subtract
Égale	Equals

About the Activities in This Unit

The activities in this unit complement Unit 1 of the QCA Scheme of Work, in particular Activities 1, 2, 3, 4, 6 and 7. Teachers may wish to discuss French customs and cultures with the pupils, e.g. greeting each other.

Kar2ouche Tasks

- 1 Meeting and Greeting the Aliens
- 2 Counting to 12
- 3 In the Classroom

ICT Skills/Capabilities

Developing ideas and making things happen 2a-c

Exchanging and sharing information 3a and 3b

Reviewing, modifying and evaluating work as it progresses 4a and 4c

Expectations

All pupils will: understand and respond to simple classroom commands; use spoken French to meet and greet others; begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases; understand and use numbers 0 to 12.

Most pupils will: understand simple classroom commands with prompting and/or visual support; respond to simple questions with support from a spoken model or visual clue; recognise numbers 0 to 12; identify the genders of nouns, referring to a model.

Some pupils will: write and say phrases from memory, with clear pronunciation and meaning; take the initiative in pair work and begin to use classroom language spontaneously; identify classroom objects using the correct gender.

I Meeting and Greeting the Aliens

Learning Objectives

Pupils will:

- say hello
- say goodbye
- ask how someone is
- respond with how they are
- introduce themselves to others
- introduce other people.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- practise greetings – *Bonjour* and *Salut*
- respond to and say *Au revoir*
- understand and ask others the question *Ça va?*
- respond appropriately to *Ça va?*
- respond with *Je m'appelle*
- understand *Il/elle s'appelle*.

Resources

Kar2ouche – Starting French Content Library

Storyboard: Meeting and Greeting

Audio file: Salut Gilbert

Quick Start Guide

Activity A: Rencontrez Les Étrangers

Using the storyboard **Meeting and Greeting**, pupils learn how to greet each other in French.

- 1 You may wish to establish the context by suggesting that the Alien family are practising their French in a safe environment before talking to the French children.



- 2 In frame 1 Gilbert is saying 'Bonjour'. Pupils listen to the audio file and respond with 'Bonjour,' or 'Bonjour Gilbert,' or 'Salut.' You may wish to reinforce these words before the pupils continue the activity. They complete the frame by:
 - choosing the young alien they would like to pretend to be (for this and maybe subsequent activities)
 - placing this alien in the frame with Gilbert in an appropriate friendly posture - maybe shaking hands or kissing cheeks
 - adding a speech bubble with the words 'Bonjour', 'Salut' or 'Bonjour Gilbert'
 - attaching an audio file or recording themselves responding with 'Bonjour' etc.
- 3 They then choose whether to carry on and complete the storyboard, or create their own. They complete or create frames 2 and 3 in which:
 - Gilbert asks how they are and they respond with words from the word bank (if necessary)
 - they ask how Gilbert is and he responds.
- 4 In frame 4 pupils are told that a friend of Gilbert arrives. They then:
 - choose Gilbert's friend from the range of characters
 - get Gilbert and the friend to meet and greet each other.
- 5 In frame 5 Gilbert introduces his friend. His friend asks the pupil's name and (in role) the pupil responds by introducing him or herself to them.
- 6 Finally they part and frame 6 shows them saying goodbye.

Activity B: Salut Gilbert

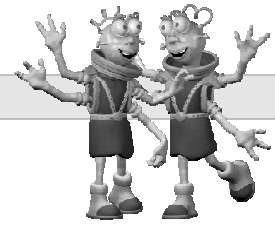


As an alternative, pupils create the storyboard to accompany the audio file **Salut Gilbert**. This works through the same sequence.

Extension

If pupils completed the incomplete storyboard, as an extension/reinforcement activity, they could create their own storyboard in which some of the other aliens and modern human characters meet. In this they choose appropriate backgrounds, characters (gestures, poses and position with regard to each other), add text and either add or record their own audio.

Pupil Sheet 1:1



Activity A: Rencontrez Les Étrangers



You are going to meet, and be part of, a family of aliens. For this activity you must choose which alien you would like to be from the set of characters. You are going to complete the storyboard.

- 1 Open the storyboard **Meeting and Greeting**.
- 2 Follow the instructions in the caption frame of the storyboard.

If you have time, when your aliens are confident speaking French to each other, create your own storyboard in which they meet with the French human characters.

Activity B: Salut Gilbert



- 1 Listen to the audio file **Salut Gilbert**. In the story, Gilbert, JouJou and Egbert practise speaking French as they meet and greet each other.
- 2 Create a storyboard to go with this play.
- 3 You will need to create at least 5 frames.
- 4 Add the correct characters in suitable poses for each frame.
- 5 Remember to add appropriate backgrounds.
- 6 Add speech bubbles and add the correct audio files, or record your own.

2 Counting to 12

Learning Objectives

Pupils will:

- count to 12
- do simple mental calculations with numbers in French
- match number words with digits
- become familiar with the names of classroom objects.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- practise numbers – *un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, and douze*
- understand numbers
- respond appropriately to number digits and words
- understand vocabulary relating to the classroom.

Resources

Kar2ouche Starting French Content Library

Audio files: Numbers and Pictures; Compte Avec Moi

Quick Start Guide

Introducing the Activities

You may wish to establish the context by explaining that the aliens' teacher is reinforcing their learning of French by teaching all of their subjects in this language.



Activity A: Nombres

- 1 You can use the audio file **Numbers and Pictures** as a whole class introduction to the lesson.
- 2 Pupils then complete the activity **Nombres** on Pupil Sheet 1.2. In the grid the pupils match the number words to a set of objects. They can use the word bank for extra help.
- 3 Pupils listen to audio file **Compte Avec Moi**. They create storyboard animations to fit with the audio file, to consolidate their learning the numbers.

Activity B: J'ai Un Professeur

Using the word banks, characters and props the pupils work in pairs to create addition and subtraction sums.

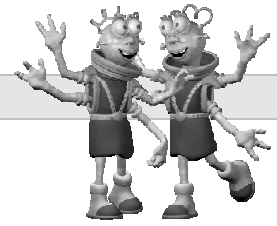
- 1 In frame 1 they put a certain number of items, plus an addition or subtraction symbol.
- 2 In frame 2 they put another number of the same item and an equals symbol.
- 3 They should create and record these – for example, frame 1: *Deux gommes plus*; frame 2: *quatre gommes égale*.
- 4 These two frames can then be given to another pair to create and record the answers in a final frame, for example, *Deux gommes plus quatre gommes égale six gommes*.
- 5 When the pupils who created the problem receive the answer they can mark it and add an appropriate French phrase (*Bon, Excellent, etc.*).

Extension



- 1 If they have not already done so, the pupils can make their own storyboards to accompany the audio file **Compte Avec Moi**. Explain to them that the alien teacher is teaching them French so that they can go down to Earth to meet some French children.
- 2 Those pupils who are able might like to create a storyboard where the alien children meet the French children and begin to count together.

Pupil Sheet 1:2

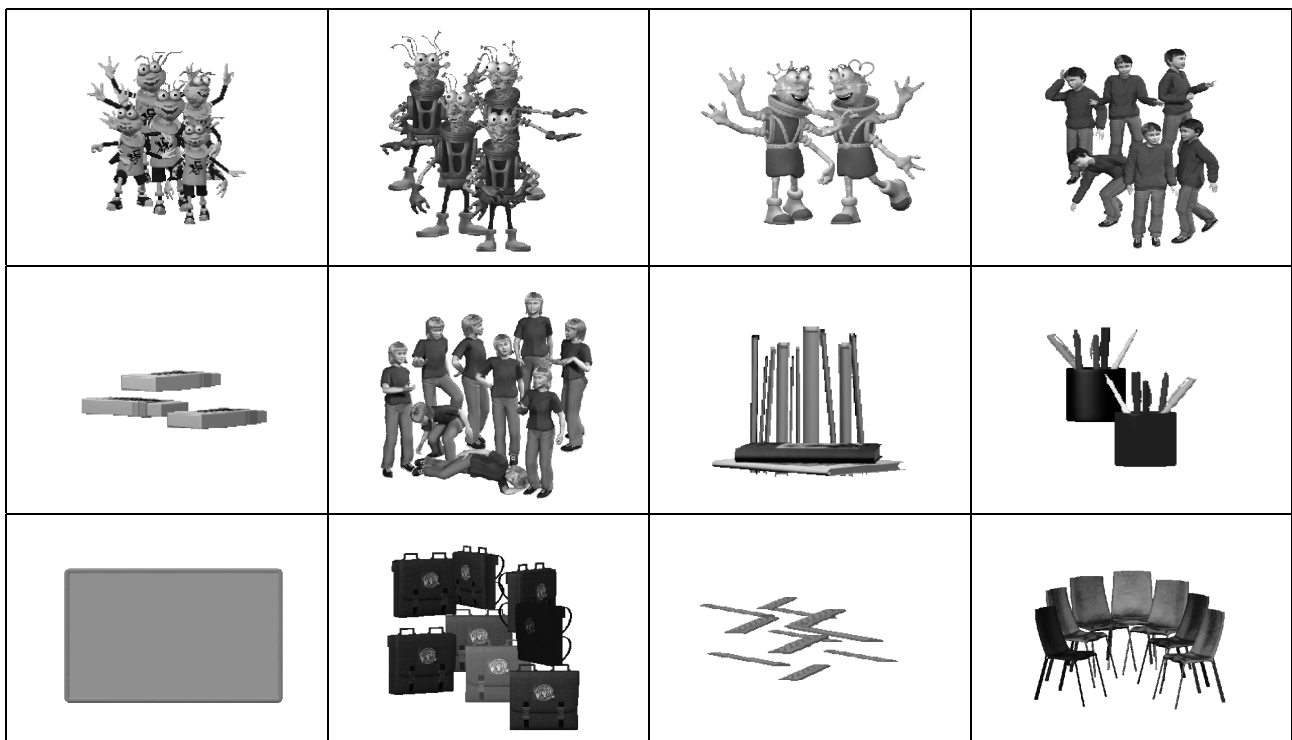


Activity A Part 1: Nombres

In this activity you are going to count, read, write and identify classroom objects in French.

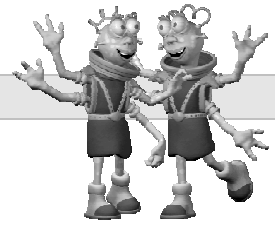


- 1 Listen to the audio file **Numbers and Pictures**.
- 2 Match the pictures below with the correct phrases. If you need to, you can listen to the audio file once more.



Cinq Gilberts	Huit sacs	Trois gommés	Douze livres
Deux étrangers	Neuf filles	Onze règles	Un tableau
Quatre professeurs	Sept chaises	Six garçons	Dix stylos

Pupil Sheet 1:2

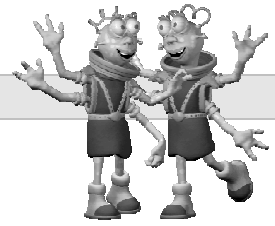


Activity A Part 2: Compte Avec Moi



- 1 Listen to the audio file **Compte Avec Moi**.
- 2 The alien teacher is teaching French to the alien class so that they can go down to Earth to meet French children.
- 3 Create a storyboard to fit with the text.
- 4 Remember to add backgrounds and characters.
- 5 Don't forget to change the poses to make them relevant.

Pupil Sheet 1:2



Activity B: J'ai Un Professeur

Working in pairs, and using the word banks, characters and props, create addition and subtraction sums for other pupils in the class to complete.

- 1 In the first frame put some items (e.g. six stylos), plus an addition or subtraction symbol.
- 2 Write the number words in the caption window.
- 3 In the second frame put another number of the same item and an equals symbol.
- 4 Again, write the number words in the caption window.
- 5 Record and save the pair of frames.
- 6 Give the frames to another pair of pupils. Ask them to complete the answers in a final frame for example, deux gommes plus quatre gommes égale six gommes.
- 7 You should be given someone else's questions to answer.
- 8 Play the recorded questions.
Add your answers.
Save the work.
- 9 When the sums have been completed, give them back to the creators.
- 10 Mark the sums and add an appropriate French phrase (Bon, Excellent etc. You can find some good words in the word bank under the heading Attitudes and Opinions).
- 11 Print off the completed work. You can then pass it back to the pupils who completed it.

3 In the Classroom

Learning Objectives

Pupils will:

- count to 12
- become familiar with names of classroom objects
- become familiar with the phrase *Qu'est-ce que c'est?*
- respond with *C'est un/une...*

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- practise asking what is this? – *Qu'est-ce que c'est?*
- understand and ask others the question *Qu'est-ce que c'est?*
- respond appropriately with *C'est un ...*
- understand *Passez-moi..., S'il vous plaît* and respond appropriately
- respond to and say *Merci* or *Merci beaucoup*.

Resources

Kar2ouche Starting French Content Library

Storyboards: *Dans La Salle de Classe*; *Encore en Classe*

Quick Start Guide

Introducing the Activities

You may wish to revise the numbers in French prior to the activities.

Activity A: Qu'est-ce Qu'il y a Dans La Salle de Classe?



- 1 Pupils listen to the audio file as they watch the animation in the storyboard **Dans La Salle de Classe**. Gilbert and JouJou are asking and answering the question *Qu'est-ce que c'est?*
- 2 Pupils then create their own storyboard, with an alien character asking a human character *Qu'est-ce que c'est?* The human character responds with the correct answer.
- 3 Pupils can then complete Pupil Sheet 1:3 for extra reinforcement.



Activity B: Qu'est-ce Que C'est?

Pupils use storyboard **Encore en Classe**

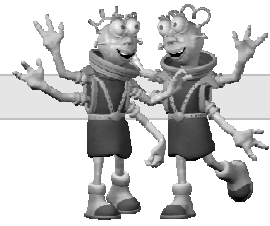
- 1 In each of the frames Gilbert is shown with a number of classroom objects, and asks the pupils *Qu'est-ce que c'est?* and *Combien?* The pupils drag in characters to respond with *C'est ...* They can type and/or record their responses. The audio file can be used for this activity.
- 2 In the final frames of the storyboard Gilbert asks *Passez-moi* (e.g. *un crayon, s'il vous plaît*). The pupils respond by dragging in a character and the object. In the next frame Gilbert is shown holding the requested object and responding with *Merci beaucoup*. The activity continues with Gilbert asking for different objects.

Extension

The pupils make their own Gilbert sequence with Gilbert appearing and asking *Passez-moi un crayon, s'il vous plaît*, etc. Pupils then save this sequence and get their friends to complete the animation, by giving Gilbert the item he has asked for.

Alternatively pupils could create a storyboard with the noun but without the article *le/la/un/une*; a partner supplies the correct form. They can check if they are correct by looking up the noun in the word bank.

Pupil Sheet 1:3



Activity A: Qu'est-ce Qu'il y a Dans La Salle de Classe?

In this activity, you will be asking and answering the question 'Qu'est-ce que c'est?'









- 1 Listen to the audio files as you watch storyboard **Dans La Salle de Classe**. Gilbert and Joujou are asking and answering the question *Qu'est-ce que c'est?*

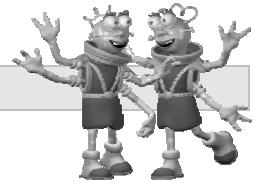
Create your own 4-frame storyboard, with an alien character asking a human character *Qu'est-ce que c'est?* The human character will respond with the correct answer.

- 1 Choose an alien who is going to ask the question *Qu'est-ce que c'est?*
- 2 Drag the character into the composition frame to ask this question, along with an object of your choice.
- 3 In frame 2, add a human character who also holds the same object. This character is going to answer the question, e.g. *C'est un ...* Use the word bank and audio files to help you with the words.

If you have time, look at the pictures below and answer the question 'Qu'est-ce que c'est?'

Pupil Sheet 1:3



Activity B: Qu'est-ce Que C'est?



In this activity, you are going to practise asking what various objects are, and asking for objects to be passed to you in French. Open storyboard **Encore en Classe**. Follow the instructions in the caption frame.

Unit 2 Je Me Présente

Word Bank

Useful phrases and key vocabulary

French	English Equivalent
Angleterre	England
Espagne	Spain
L'allemand	German
L'anglais	English
L'autrichien	Austrian
l'espagnol	Spanish
L'irlandais	Irish
L'italien	Italian
La Bulgarie	Bulgaria
La Finlande	Finland
La France	France
La Grèce	Greece
La Hollande	Netherlands
La Hongrie	Hungary
La Norvège	Norway
La Pologne	Poland
La Roumanie	Romania
La Russie	Russia
La Suède	Sweden
La Suisse	Switzerland
L'Allemagne	Germany
L'Autriche	Austria
Le bulgare	Bulgarian
Le Danemark	Denmark
Le danois	Danish
Le finlandais	Finnish
Le français	French
Le grec	Greek
Le hollandais	Dutch
Le hongrois	Hungarian
Le norvégien	Norwegian
Le polonais	Polish
Le portugais	Portuguese
Le Portugal	Portugal

French	English Equivalent
Le roumain	Romanian
Le russe	Russian
Le suédois	Swedish
L'Irlande	Ireland
L'Italie	Italy
Le Pays de Galles	Wales
Le gallois	Welsh
L'Écosse	Scotland
Écossais	Scottish
Où habites-tu?	Where do you live?
Quel âge as-tu?	How old are you? (informal)
Quel âge avez-vous?	How old are you? (formal)
Quelles langues parles-tu?	What languages do you speak?
Tu es de quelle nationalité?	What nationality are you?
Elle achète des crayons de couleur	She buys coloured pencils
Il joue au football	He plays football
Il mange une pizza	He eats a pizza
Il parle à son ami	He speaks to his friend
Il parle à son professeur	He speaks to his teacher
Il va au cinéma	He goes to the cinema
Merci beaucoup	Thank you very much
Où est la classe?	Where is the class?
Passez-moi un ...	Pass me a ...
S'il te plaît	Please (informal)
S'il vous plaît	Please (formal)
Va à l'école	Goes to school
Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday
Quel temps fait-il à ...?	What's the weather in ...?
Quel temps fait-il?	What's the weather?
Aussi	As well/also
C'est Birmingham	It's Birmingham
C'est Paris	It's Paris

French	English Equivalent
Il fait beau	It's beautiful
Il fait chaud	It's hot
Il fait du brouillard	It's foggy
Il fait froid	It's cold
Il fait mauvais	It's miserable
Il gèle	It's icy
Il neige	It's snowing
Il pleut	It's raining
Le temps	The weather
Semaine	week
Jour	day

Verbs

J'ai ... ans	I am ... years old
J'habite à ...	I live in ...
Je parle	I speak
Je suis	I am
Elle achète des crayons de couleur	She buys coloured pencils
Il joue au football	He plays football
Il mange une pizza	He eats a pizza
Il parle à son ami	He speaks to his friend
Il parle à son professeur	He speaks to his teacher
Il va au cinéma	He goes to the cinema
Où est la classe?	Where is the class?
Passez-moi un	Pass me a
Va à l'école	Goes to school

Attitudes and opinions

Et toi?	And you?
Je suis malheureuse	I'm miserable
Maintenant	Now
Pourquoi?	Why?

Words relating to time, sequences and numbers

C'est combien?	How much is it?
Divisé par	Divided by
Égale	Equals
Moins	Minus
Multiplié par	Times/multiplied by

French	English Equivalent
Plus	Plus
Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday
Treize	Thirteen
Quatorze	Fourteen
Quinze	Fifteen
Seize	Sixteen
Dix-sept	Seventeen
Dix-huit	Eighteen
Dix-neuf	Nineteen
Vingt	Twenty
Vingt et un	Twenty-one

About the Activities in This Unit

The activities in this unit complement Unit 2 of the QCA Scheme of Work, in particular Activities 2, 3, 4 and 6. The activities begin by getting pupils to build a simple scenario to show their understanding, and culminate with pupils creating a short cartoon strip about the weather.

In this unit, pupils have the opportunity to discuss, compare and contrast the types of weather in France and Great Britain, e.g. snow for skiing, hot weather in the south of France, etc.

Kar2ouche Tasks

- 1 Where Do You Live?
- 2 Counting to 21
- 3 What's the Weather?

ICT Skills/Capabilities

Developing ideas and making things happen 2a-c

Exchanging and sharing information 3a and 3b

Reviewing, modifying and evaluating work as it progresses 4a and 4c

Expectations

All pupils will: understand and produce responses to simple questions with support from a spoken model or visual cue; understand and say numbers to 21, days of the week, and weather phrases when prompted.

Most pupils will: understand and use set phrases to talk about themselves and ask others for simple personal information; understand numbers from 13 to 21, count and use numbers out of sequence; understand and say the days of the week and weather phrases; take part in a brief prepared task; using visual and other cues for support, begin to recognise and pronounce the sounds of combinations of letters and certain words and set phrases.

Some pupils will: ask simple questions and write set phrases, using mainly memorised language (their pronunciation and meaning are clear); take part in brief prepared tasks of at least two or three exchanges, using mainly memorised language; use target language to

collect and present information; show understanding of short, word-processed text, containing familiar language; work independently, accessing reference material.

I Where Do You Live?

Learning Objectives

Pupils will:

- say I live in (+ town)...
- ask where do you live?
- ask what is your nationality?
- respond to what is your nationality
- ask and respond to what language do you speak?
- use the phrases learnt so far, e.g. name, age, where they live, etc.
- respond to the phrases learnt so far.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- say I live in (+ town)... *J'habite à ... en Angleterre*
- ask where do you live? *Où habites-tu?*
- ask what is your nationality? *Tu es de quelle nationalité?*
- respond to what is your nationality *Je suis Britannique.* (teachers may need to use a French dictionary to find the nationalities of the children in their class if they are not included in the word bank)
- ask and respond to what language do you speak? *Quelles langues parles-tu? Je parle l'anglais* (or whatever is appropriate to the individual pupil)
- use the phrases learnt so far, e.g. name, age, where they live, etc.
- respond to the phrases learnt so far.

Resources

Kar2ouche Starting French Content Library

Storyboards: Où Habitez-Vous?; Tu es de Quelle Nationalité

Audio file: Bonjour Grand-mère

Quick Start Guide

Activity A: Où Habitez-Vous?



- 1 The pupils play the storyboard **Où Habitez-Vous?** through; alternatively you may wish to demonstrate this to the pupils. The TV presenter is standing in front of a map of the British Isles and says *Voilà l'Angleterre*. She points to the names of cities and towns on it and in each subsequent frame she is with a different modern character who points at a different town on the map. Each character in turn is asked *Où habites-tu?* The character responds with *J'habite à ... en Angleterre/Écosse*, etc. The pupils then follow the on-screen instructions to complete the storyboard.
- 2 The pupils then build up a storyboard from scratch. They can use a map of the British Isles and use dots to show where the characters live. The characters would meet and greet each other, revising Unit 1.1 and ask each other where they live. They then answer questions on each of the cities giving the answer in French.

Activity B: Tu es de Quelle Nationalité?



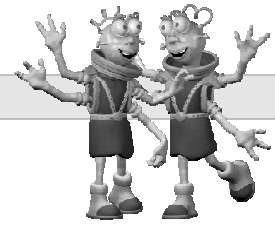
- 1 Pupils use storyboard **Tu es de Quelle Nationalité?** In frame 1 pupils see a range of characters holding their national flags. Gilbert asks *Tu es de quelle nationalité?* In the following frame one character responds with *Je suis Britannique*. Gilbert also asks *Quelles langues parles-tu?* In the next frame the character responds *Je parle l'anglais, et toi?* Gilbert then responds with *Je parle l'étranger*. In frame 4 the modern character asks Gilbert *Quel âge as-tu?* He responds with *J'ai ... ans*. The pupils can decide on his age. Pupils follow the instructions on screen and complete the storyboard.
- 2 The pupils then choose other characters from frame 1 and use the word banks and audio files to create their own conversations between Gilbert and the other characters.

Extension

In this activity the pupils revise some of the vocabulary from previous units. The pupils could create their own animations where Gilbert could meet various characters and say hello, ask them how they are, where they live, what language they speak and how old they are. Then they could drag another character onto the screen. They could then be introduced to Gilbert by the first character; and say goodbye to Gilbert and the second character. Then Gilbert could go through the same series of questions and the characters would provide the responses. This animation would be totally created by the pupil. If they need help, they could use the audio file **Bonjour Grand-mère**.



Pupil Sheet 2:1



Activity A: Où Habitez-Vous?

Gilbert is watching a programme on television about the British Isles. The TV presenter is visiting different towns around the country, interviewing the children and discovering where they live. In this activity you will be visiting different towns and cities in the British Isles. with Gilbert in order to find out where his new friends live.

To help Gilbert, you will need to complete the storyboard.

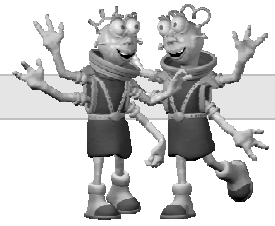


Open storyboard **Où Habitez-Vous?** Listen to the audio file as the storyboard plays, and follow the instructions.

If you have time, build up your own storyboard introducing the characters to each other and Gilbert:

- 1 Select the background map of the British Isles.
- 2 Create 3 slides each showing two different characters.
- 3 Use arrows to show the towns or cities in which the characters live.
- 4 Get the characters to meet and greet each other, and ask where they live.
- 5 Type and record the responses in French.

Pupil Sheet 2:1



Activity B: Tu es de Quelle Nationalité?



Open storyboard **Tu es de Quelle Nationalité?** Play the beginning of the storyboard, listen to the attached audio files and follow the instructions to complete the task.

Extension



- 1 If you have time, listen to the audio file **Bonjour Grand-mère.**
- 2 You can:
 - a Create your own storyboard animations to accompany the audio file, or
 - b Create your own script and storyboard. You will be able to record your own voices to accompany the storyboard.

Don't forget that you can use the audio files from the previous units and the word banks to help you.

2 Counting to 21

Learning Objectives

Pupils will:

- become familiar with numbers to 21
- use them in a real context
- become familiar with the days of the week.

Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- say and use numbers 13 to 21 in a real context
- recognise and say the days of the week: *lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.*

Resources

Kar2ouche Starting French Content Library

Storyboards: Aidez Gilbert; Activités

Audio files: Une Semaine avec Gilbert; Bonjour Professeur

Quick Start Guide

Introducing the Activities

You may like to introduce the activities by revising names of classroom objects.

Activity A: Où est La Classe?

In this activity the pupils will help Gilbert to set up a classroom. In each frame Gilbert will ask the pupils to add in a set number of objects. By the end of the activity they will have set up a class for a lesson.



- 1 Pupils listen to the audio file, which accompanies the storyboard **Aidez Gilbert**. Here, Gilbert asks *Où est la classe?* They follow a series of instructions on screen in order to help Gilbert create the class with items such as 21 books, 15 pens etc. He asks *Passez-moi un ... s'il vous plaît*. Pupils build up each frame, until the final one in which Gilbert says *Merci beaucoup, voici la classe*. When this is completed they play the storyboard, listen again to the description, and watch the class being created.
- 2 In this activity the pupils look at the word banks and listen to the audio files of the numbers to 21.

They then complete the maths questions on Pupil Sheet 2:2.

For example:

Quatorze **plus** deux **égale** seize

Vingt et un **moins** dix-huit **égale** trois.

- 3 If they have time, pupils can create a set of maths questions as storyboard frames, or write another worksheet for their friends to complete.

Activity B: Une Semaine avec Gilbert

In this activity the pupils are asked to show what activity Gilbert does on each day of the week.



- 1 Pupils listen to the audio file **Une Semaine avec Gilbert**, which explains what Gilbert does each day. (On Monday Gilbert goes to school, on Tuesday he goes to the cinema, on Wednesday he plays football, on Thursday he talks to his friend, on Friday he talks to his teacher, on Saturday he buys coloured pencils and on Sunday he eats a pizza. *Le lundi, Gilbert va à l'école. Le mardi, il va au cinéma. Le mercredi, il joue au football. Le jeudi, il parle à son ami. Le vendredi, il parle à son professeur. Le samedi, Gilbert achète des crayons de couleur. Et le dimanche, il mange une pizza.*)
- 2 They load the jumbled storyboard **Activités** and put the storyboard frames in order on a print sheet: Monday to Sunday.

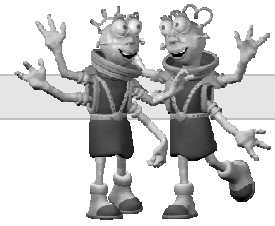




Extension

- 1 The pupils listen to the audio file **Bonjour Professeur**. They then create the pictures to go with the audio and attach the text. Once they have finished they should play their storyboard through.
- 2 Pupils can create their own storyboard Une Semaine avec Moi.

Pupil Sheet 2:2



Activity A: Où est La Classe?

Part 1

In this activity you are going to help Gilbert set up a classroom. In each frame Gilbert will ask you to add in a set number of objects. By the end of the activity you will have set up a class for a lesson.



- 1 Open storyboard **Aidez Gilbert**. Gilbert is setting up a classroom in preparation for a lesson.
- 2 You are now going to help Gilbert create the class. Follow the on-screen and audio instructions.

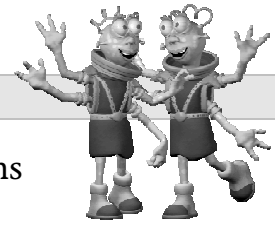
Activity A: Où est La Classe? Part 2

In this activity you will practise using numbers to 21 by answering maths questions.

Look at the word banks and listen to the audio files of the numbers to 21.

Complete the sheet *en Français!*

- 1 Quatorze **plus** _____ **égale** seize
- 2 Vingt et un **moins** dix-sept **égale** _____
- 3 _____ **plus** neuf **égale** vingt et un
- 4 Dix **moins** un **égale** _____
- 5 Dix-huit **plus** deux **égale** _____
- 6 _____ **plus** six **égale** onze
- 7 _____ **moins** huit **égale** trois
- 8 Vingt **moins** _____ **égale** douze

Pupil Sheet 2:2

If you have time, create a set of maths questions as storyboard frames.

Each frame in the storyboard will contain a maths question.

Create the sums using French words.

Add the digits so that the sums now also appear in numbers.

When you have completed each question, record your answers.

Activity B: Une Semaine avec Gilbert

In this storyboard you will find out what activity Gilbert does on each day of the week. You need to match the activity with the correct day.



1. Listen to audio file **Une Semaine avec Gilbert** explaining what Gilbert does each day.
2. Load the storyboard **Activités**.
3. Open the print facility and choose a print layout.
4. Drag the frames from the storyboard in the correct order, Monday to Sunday, into the print sheet. You may wish to listen to the audio file again.
5. When you are happy with the order, print the diary out.
6. Once you have printed the diary out, you can:
 - a. create a storyboard to show your own activities. You can call it *Une Semaine avec Moi*.
 - b. listen to the audio file **Bonjour Professeur**. Create a storyboard or publication to go with the audio.



3 What's the Weather?

Learning Objectives

Pupils will:

- become familiar with describing the weather
- ask what the weather is like in a familiar location
- create a weather forecast storyboard
- use the days of the week to say what the weather will be like over the coming week.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- learn to ask *Quel temps fait-il?* and respond appropriately, e.g. *Il pleut*
- ask what the weather is like in a familiar location, e.g. *Quel temps fait-il à Londres/Birmingham?*
- create an animation of a weather forecast using appropriate descriptive language e.g. *Il pleut.* etc
- use the days of the week to say what the weather will be like over the coming week.

Resources

Kar2ouche Starting French Content Library

Storyboard: Le Temps

Audio file: Il Fait Mauvais

Quick Start Guide



Activity A: Quel Temps Fait-il?

- 1 The pupils open storyboard **Le Temps**. Gilbert asks *Quel temps fait-il?* The frames show the different types of weather. The final frames show Gilbert firstly in Paris and then in Birmingham. He says *C'est Paris/Birmingham. Quel temps fait-il à Paris/Birmingham?* The pupils follow the on-screen instructions to complete the storyboard. If pupils are working as a class, the teacher can demonstrate this and the pupils can answer together. If pupils run out of suitable backgrounds they may want to add their own digital photos or use the map.
- 2 If they have time, pupils can create a short animation for audio file **Il Fait Mauvais**.



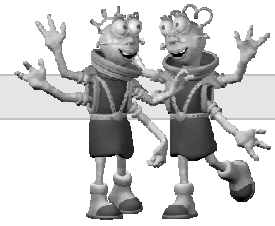
Activity B: Le Temps

- 1 In this activity, the pupils choose either the map of the UK or France. They use the weather symbols to create an imaginary weather map and choose a character to present the weather.
- 2 They can record their own voices or use the word banks to voice over the storyboard/animation they have created.

Extension

The pupils could create a five-day weather forecast using a map and the days of the week. They record their own voices for the commentary and end up with an animation of the weather forecast.

Pupil Sheet 2:3



Activity A: Quel Temps Fait-il?



In this activity you will be helping Gilbert find out about the weather.

- 1 Open storyboard **Le Temps**. Gilbert is asking *Quel temps fait-il?*
- 2 Listen to the audio file as you watch the storyboard. Then follow the on-screen instructions.

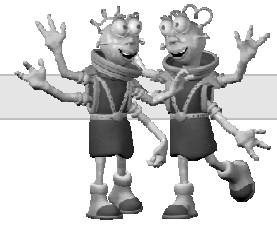


If you have time, listen to audio file **Il Fait Mauvais**. Work with a partner to create a short animation to accompany this.

- 1 Open KarZouche - Starting French and load a new storyboard.
- 2 Add the appropriate text from the text file to the caption window to help you. You can always remove this later.
- 3 Drag the correct characters into the composition window.
- 3 Choose appropriate backgrounds and props to finish off your storyboard. If you don't like the backgrounds you can use your own digital images.
- 4 Drag the audio files to each frame to accompany your work. If you wish, you can record your own voices.

Save your storyboard and play it back to other pupils in your class. If there is time, discuss the different storyboards you have created.

Pupil Sheet 2:3



Activity B: Le Temps

In this activity you are going to present the weather to an audience, as if you were a weather presenter on television. Gilbert and his family may be in the audience, so make sure that the weather information you give is appropriate to them during their stay in France.

- 1 Open Kar2ouche – Starting French and load a new storyboard.
- 2 Choose your background map – you could create a weather map for either Great Britain or France.
- 3 Use the weather symbols to create your weather map. Don't forget that the weather changes during the day! This means that you may have to create more than one frame.
- 4 Choose a character to present the weather, either the TV Presenter or another character. Remember to choose different poses, just as the real TV presenters do.
- 5 Record your own voice or use the word banks to add a voice-over to the storyboard you have created.
- 6 If you have time, you could prepare a five-day weather forecast, using the maps and days of the week. Choose a character to present the weather and record your own commentary.

Unit 3 En Famille

Word Bank

Useful phrases and key vocabulary

French	English Equivalent
Mon beau-père	My father-in-law
Mon belle-mère	My mother-in-law
C'est moi	It is me
Mon demi-frère	My stepbrother
Ma demi-soeur	My stepsister
Est-ce que tu as?	Do you have?
J'ai n'ai pas de soeur	I have not got a sister
Je n'ai pas de frère	I have not got a brother
Je suis enfant unique	I am an only child
Ma grand-mère	My grand mother
Ma mère	My mother
Ma soeur	My sister
Mon frère	My brother
Mon grand-père	My grandfather
Mon père	My father
Qui est-ce?	Who is he?
Qui s'appelle	Who is named
Tu as	You have
Voici	Here is
Le fils	The son
La fille	The daughter
Les jours	The days
De la semaine	Of the week
Les mois	The months
Blanc	White (masculine)
Blanche	White (feminine)
Bleu	Blue (masculine)
Bleue	Blue (feminine)
C'est ...	It is...
C'est quelle couleur?	What colour?
Gris	Grey (masculine)
Grise	Grey (feminine)
Jaune	Yellow
Ma couleur préférée	My favourite colour

French	English Equivalent
Marron	Brown
Noir	Black (masculine)
Noire	Black (feminine)
Orange	Orange
Rose	Pink
Rouge	Red
Vert	Green (masculine)
Verte	Green (feminine)
Violet	Purple (masculine)
Violette	Purple (feminine)
Ma famille	My family
Qu'est-ce qu'il y a dans le sac?	What's in the bag?
Couleur	Colour
Quelle est la date?	What is the date?
Le calendrier	The calendar
Il s'appelle	His name is
Elle s'appelle	Her name is
Anniversaire	Birthday
Aujourd'hui	Today
Noël	Christmas

Verbs

J'ai n'ai pas de soeur	I have not got a sister
Je n'ai pas de frère	I have not got a brother
Je suis enfant unique	I am an only child
Regarder	Look
Rencontrez	Meet
Habite	Live

Words relating to time, sequences and numbers

C'est combien?	How many?
Les numéros	The numbers
Zéro	Zero
Un	One
Deux	Two
Trois	Three
Quatre	Four
Cinq	Five
Six	Six
Sept	Seven

French	English Equivalent
Huit	Eight
Neuf	Nine
Dix	Ten
Onze	Eleven
Douze	Twelve
Treize	Thirteen
Quatorze	Fourteen
Quinze	Fifteen
Seize	Sixteen
Dix-sept	Seventeen
Dix-huit	Eighteen
Dix-neuf	Nineteen
Vingt	Twenty
Vingt et un	Twenty-one
Vingt-deux	Twenty-two
Vingt-trois	Twenty-three
Vingt-quatre	Twenty-four
Vingt-cinq	Twenty-five
Vingt-six	Twenty-six
Vingt-sept	Twenty-seven
Vingt-huit	Twenty-eight
Vingt-neuf	Twenty-nine
Trente	Thirty
Trente et un	Thirty-one
Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday
Janvier	January
Février	February
Mars	March
Avril	April
Mai	May
Juin	June
Juillet	July

French	English Equivalent
Août	August
Septembre	September
Octobre	October
Novembre	November
Décembre	December
Le calendrier	The calendar
Le jour	The day
La semaine	The week
Le mois	The month

About the Activities in This Unit

The activities in this unit complement Unit 3 of the QCA Scheme of Work, in particular Activities 1, 2 and 3. The activities begin by getting students to build a simple scenario to show their understanding, and culminate with pupils creating a short cartoon strip about a fictitious family.

Whilst looking at the culture of France, pupils will have the opportunity to discuss special holidays in France, e.g. Bastille Day.

Kar2ouche Tasks

- 1 Meet the Family
- 2 Days of the Week
- 3 Colours

ICT Skills/Capabilities

Developing ideas and making things happen 2a-c

Exchanging and sharing information 3a and 3b

Reviewing, modifying and evaluating work as it progresses 4a and 4c

Expectations

All pupils will: understand the months of the year and numbers from 22 to 31; require support from a spoken model or visual cue in producing responses to simple questions and commands; initiate conversation when working in pairs or groups with considerable support; discriminate sounds and identify meaning when items are repeated several times.

Most pupils will: understand and use set phrases to talk about the family; count and understand numbers from 22 to 31; pronounce and spell most of the months of the year correctly; respond appropriately when asked the date and the colour of items; begin to develop skills in communicating in the foreign language in pairs and groups; begin to use correct intonation in speaking activities.

Some pupils will: use visual cues to produce phrases, sentences or passages, using mainly memorised language; begin to apply aspects of grammar in new contexts; initiate conversations when working in the foreign language in pairs or groups.

I Meet the Family

Learning Objectives

Pupils will:

- introduce family members
- ask about brothers and sisters
- respond to questions about brothers and sisters
- ask what someone's name is and respond appropriately
- describe a family member
- create a family tree for Gilbert
- use the phrases learnt so far, e.g. name, age, where they live, etc.
- respond to the phrases learnt so far.

Learning Outcomes

Pupils will create a range of storyboards, enabling them to:

- learn to ask *Qui-est-ce?*
- respond appropriately
- learn the words for family members, e.g. *frère, soeur, grand-père*, etc.
- revise vocabulary from previous units.

Resources

Kar2ouche Starting French Content Library

Storyboards: *C'est Ma Famille; Rencontrez Ma Famille*

Audio file: *Ma Famille*

Quick Start Guide

Introducing the Activities

You may like to introduce this activity by talking about family members. As well as using the language of the family, pupils will make a fictitious alien family tree and describe the members and the relationships within it.



Activity A: Ma Famille

- 1 The pupils listen to the audio file **Ma Famille**. The text contains the phrases *Qui-est-ce?*, *C'est ma soeur*, etc. Pupils use this information to help them complete the pupil sheet.
- 2 Pupils open storyboard **C'est Ma Famille**. Here Gilbert introduces himself and the other members of his family: *J'ai trois soeurs, j'ai un frère*, etc. Pupils then create their own storyboard to introduce Gilbert to members of their own family. Once their storyboards are complete, pupils can work with a partner, watching each other's storyboards and asking and answering questions about the family, in French, to reinforce the vocabulary.



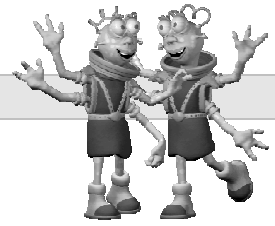
Activity B: Rencontrez Ma Famille

- 1 Open storyboard **Rencontrez ma Famille**. Here, one of Gilbert's human friends asks Gilbert the name of various alien characters. e.g. *Il/elle s'appelle?* While looking at a character. Gilbert answers, e.g. *Elle s'appelle Dip Dip. C'est ma grand-mère*. The human character then says *C'est la grand-mère de Gilbert*. In this activity *mon, ma* and *mes* are introduced.
- 2 Pupils create a storyboard to introduce their own family. They add descriptions about each person using the word banks and audio files, or record their own descriptions in French. Pupils can add their own digital photos of their family members. They can add an alien character who then describes the human family, e.g. this is Robert. He is Mrs Brown's son. He has three brothers. They are John, Jim and Gerard. He is 10 years old and he lives in Nottingham. (*Voici Robert. Il est le fils de Madame Brown. Il a tres frères. Ils sont John, Jim et Gerard. Il a dix ans et il habite à Nottingham en l'Angleterre.*) They continue until they have created a family and built up as much information about each member as possible. They then play the animation through.

Extension

The pupils build up an alien family. They use the word bank and audio files to introduce them and ask the next character the name of the brother, etc. For example Gilbert is on screen throughout. The pupils bring on a brother alien. They get a girl alien to say this is my brother. Gilbert then asks what his name is. The girl responds appropriately giving as much information about him as possible, such as his age, where he lives, etc. This continues until the family is complete. The pupils play their movies through.

Pupil Sheet 3:1












Activity A: Ma Famille Part 1

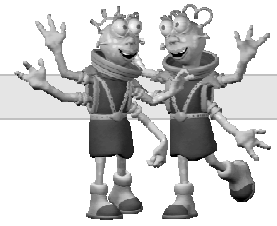


In this activity, Gilbert is introducing you to his family. Open KarZouche – Starting French and locate the audio file **Ma Famille**. Listen carefully.

Using the phrases you have just listened to, answer the question *Qui-est-ce?* below. Each time you write the answer, begin with *C'est ma* or *C'est mon...*

Pupil Sheet 3:1



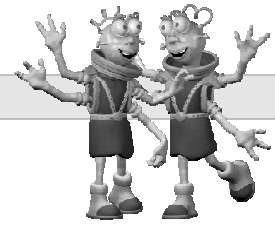
Activity A: Ma Famille Part 2



In this activity Gilbert tells you more about his family. He would like to know about your family. You will give him this information in the form of your own storyboard.

- 1 Load storyboard **C'est Ma Famille**.
- 2 Listen to the audio file as you follow the storyboard. Here Gilbert is giving you more information about his family.
- 3 Create your own storyboard to introduce Gilbert to the members of your family.
- 4 Load a new storyboard.
- 5 Decide how you are going to introduce each member of your family – you can use the same style as Gilbert has done, or you can start with your grandparents or parents.
- 6 Drag appropriate human characters into the composition window. If you can, you could bring photos or drawings of your family in and scan them in as backgrounds.
- 7 Add text boxes and audio files to introduce each person. You can use the pre-recorded text, or record your own.
- 8 When you have introduced each member of your family, save your storyboard.
- 9 Now work with a partner. Take turns to introduce your family to your partner. Practise asking and answering questions about the people you see in French.

Pupil Sheet 3:1



Activity B: Rencontrez Ma Famille

In this activity, one of Gilbert's human friends is asking Gilbert for more detail about his family. Gilbert tells his friend the name of each person and their relationship to him.

You will be asked to provide the same information about members of your family.



- 1 Open Kar2ouche – Starting French and load storyboard **Rencontrez Ma Famille.**
- 2 Listen to the audio files as you watch the storyboard.
- 3 Using the same format as Gilbert, create a storyboard to show this information for your own family.
- 4 Describe each family member using the word banks and audio files, or record your own descriptions. (E.g. this is Robert. He is Mrs Brown's son. He has three brothers. They are John, Jim and Gerard. He is 10 years old and he lives in ... *Voici Robert. Il est le fils de Madame Brown. Il a trois frères. Ils sont John, Jim et Gerard. Il a dix ans et il habite à Nottingham en l'Angleterre*)
- 5 Continue until you have built up as much information about each member as possible.
- 6 Share your storyboard with another member of the class.
- 7 If you have time, you can create a storyboard to show an alien family tree. Use the word bank and audio files to introduce each character and ask questions about each other.

2 Days of the Week

Learning Objectives

Pupils will:

- revise the days of the week
- become familiar with expressing the date
- revise the numbers to 21 and learn the numbers to 31
- become familiar with the months of the year
- calculate sums in French using number digits, words and objects.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- learn to say the days of the week and months of the year
- respond appropriately to questions about days, dates and months
- revise numbers to 21
- learn numbers to 31
- use numbers for calculation.

Resources

Kar2ouche Starting French Content Library

Storyboards: Le Calendrier; Jours Dans le Mois

Quick Start Guide

Introducing the Activities

You may wish to use Activity A as a whole class introduction to using appropriate language terms. At the end of these activities pupils create a storyboard calendar with days and dates.

Activity A: Quelle est la date?

You may wish to use this activity as a whole class introduction.

In this activity the pupils load storyboard **Le Calendrier**. Gilbert stands in front of a blank calendar background. The frames show Gilbert pointing to random squares and saying the day, date and month. He then opens another calendar month. As Gilbert points to a



square, he asks the pupils 'Quelle est la date?' They respond using the word bank and audio files. He then asks them questions such as 'When is your birthday?' *Quelle est la date de ton anniversaire?*, 'What is the date of Christmas?' *Quelle est la date de Noël?* 'What is the date today?' *Quelle est la date aujourd'hui?* They respond with their answer in French using the word banks and audio files or recording their own voices.

Activity B: Jours Dans le Mois

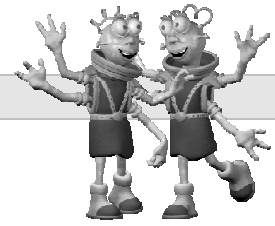


Pupils listen to the audio file for the word bank numbers 20 to 31. You may wish to reinforce these numbers as a whole class introduction. They then complete the storyboard activity **Jours Dans le Mois**. Gilbert stands in front of the calendar and points to different days of the week. The pupils need to give the numbers of the days to which Gilbert points in French. They can do this by adding a text box and writing their answers, and also adding an audio file by recording their own voices.

Extension

Pupils could create their own storyboards for their friends to complete, including questions such as 'How many days in a week?' and 'How many Sundays in a month?' They need to write the questions in French and record their answers in both words and digits, also in French.

Pupil Sheet 3:2



Activity A: Le Calendrier



In this activity you will be looking at dates on a calendar. Gilbert will be asking you about important dates. You will answer him by completing storyboard **Le Calendrier**.

- 1 Open storyboard **Le Calendrier**.
- 2 Follow the instructions on screen.

When you have finished, create a calendar storyboard containing important dates, including Gilbert's birthday, Christmas Day, holidays, and any other days that are special to you.

- 3 Choose a character to ask questions about the calendar in English. You need to give the answers in French.

When you have created your storyboard, play the animation back.

Activity B: Jours Dans le Mois



- 1 Listen to the audio file from the word bank numbers 20 to 31. You will need to refer to these during the following activity.
- 2 Open storyboard **Jours Dans le Mois**. Follow the on screen instructions and answer Gilbert's questions.



3 Colours

Learning Objectives

Pupils will:

- become familiar with colour vocabulary
- use this vocabulary in context
- revise numbers to 31
- revise classroom vocabulary from earlier units.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- express colours and use this vocabulary in context
- revise classroom vocabulary from previous units
- revise number vocabulary.

Resources

Kar2ouche Starting French Content Library

Storyboard: Couleurs

Quick Start Guide

Introducing the Activities

You may wish to talk about colours in your classroom to introduce these activities. Pupils will refer to a word bank and record their own voices. They will use their classroom and number vocabulary from earlier units along with their new colour vocabulary to talk about objects.

Activity A: Couleurs



- 1 As a whole class, or in pairs at their computer, pupils watch storyboard **Couleurs**. Gilbert walks on with an artist's palette. The palette can be 'posed' to show a different colour. Gilbert asks *C'est quelle couleur?* Another character responds with the appropriate colour. Gilbert then asks the pupil *Est-ce que le livre est bleu?* The pupil then has to respond with the correct answer. *Oui/non etc, le livre est bleu.*

- 2 They then follow the on-screen instructions to create their own storyboard choosing different colours. They add the question *Est-ce que le/la/les (object) est (colour)?* and answer the question.

Activity B: Qu'est-ce Qu'il y a Dans le Sac?

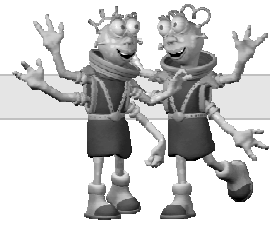


- 1 Pupils complete the pupil sheet **Qu'est-ce Qu'il y a Dans le Sac?** (What's in the bag?) Gilbert has a bag containing various coloured objects. He asks the question '*Qu'est-ce qu'il y a dans le sac?*' He then pulls out 3 green pencils and the pupils respond with *trois crayons verts*. He then looks in the bag once more and pulls out 5 pink plates and the process is repeated.
- 2 The pupils create a 'what's in the bag' animation for themselves. They choose a character to have a bag. They make him/her come on and ask what is in the bag? They then create an animation in which the character shows a number of items of various colours. The pupils have to provide the narration using the word banks, audio files or their own voices.

Extension

Pupils create storyboard frames introducing and describing various characters from the Alien family. They choose a character and give as much description as possible including information about the colour of their hair, clothes, etc. Each pupil takes a different character to describe by labelling colours and clothes using a text box. Once complete, they can print out their frames as a labelled poster for class display.

Pupil Sheet 3:3



Activity A: Couleurs

In this activity, you will be identifying colours and classroom objects with Gilbert's help.



- 1 Open storyboard **Couleurs**.
- 2 Follow the on-screen instructions to complete the storyboard.

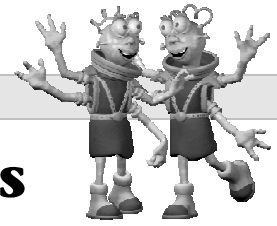
Activity B: Qu'est-ce Qu'il y a Dans le Sac? Part 1

Write down the answers below each object.



<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Pupil Sheet 3:3



Activity B: Qu'est-ce Qu'il y Dans le Sac? Part 2

In this activity you are going to create a game called 'What's in the bag?' for a partner to play.

Create a 'what's in my bag' animation.

- 1 Open Kar2ouche – Starting French and load a new storyboard.
- 2 Choose a character from the character tab to have a bag.
- 3 Add a suitable background.
- 4 Make your character come on and ask 'what is in my bag?'
- 5 Make the character produce the object out of the bag. This is going to involve a number, the object and a colour (e.g. five green erasers).
- 6 Record the narration using the word banks, audio files or your own voice.
- 7 Repeat this activity for another 2 objects.
- 8 Save your storyboard.
- 9 Ask another member of the class to answer your 'what's in the bag?' questions.

Unit 4 Les Animaux

Word Bank

Useful phrases and key vocabulary

French	English Equivalent
As-tu un animal?	Do you have a pet?
Oui, j'ai...	Yes, I have...
Non, je n'ai pas d'animal	No, I don't have a pet
Je n'ai pas de chien	I don't have a dog
Je n'ai pas de cheval	I don't have a horse
Je n'ai pas de poisson	I don't have a fish
Un animal	One animal
Des animaux	Some animals
Un chat	One cat
Des chats	Some cats
Un chien	One dog
Des chiens	Some dogs
Un oiseau	One bird
Des oiseaux	Some birds
Un cheval	One horse
Des chevaux	lots of horses
Un poisson	One fish
Des poissons	Some fishes
Une souris	One mouse
Des souris	Some mice
Un hamster	One hamster
Un cochon d'Inde	One guinea pig
Voici mes animaux	Here are my animals
Le magasin du vendeur d'animaux	The pet shop

Verbs

As-tu un animal?	Do you have a pet?
Oui, j'ai...	Yes, I have...
Non, je n'ai pas d'animal	No I don't have a pet
Regardez	Look at
Regarder	To look at

Attitudes and opinions

C'est vrai	That's true
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**Words relating to
time, sequences
and numbers**

French	English Equivalent
Zéro	Zero
Un	One
Deux	Two
Trois	Three
Quatre	Four
Cinq	Five
Six	Six
Sept	Seven
Huit	Eight
Neuf	Nine
Dix	Ten
Onze	Eleven
Douze	Twelve
Treize	Thirteen
Quatorze	Fourteen
Quinze	Fifteen
Seize	Sixteen
Dix-sept	Seventeen
Dix-huit	Eighteen
Dix-neuf	Nineteen
Vingt	Twenty
Vingt et un	Twenty-one
Vingt-deux	Twenty-two
Vingt-trois	Twenty-three
Vingt-quatre	Twenty-four
Vingt-cinq	Twenty-five
Vingt-six	Twenty-six
Vingt-sept	Twenty-seven
Vingt-huit	Twenty-eight
Vingt-neuf	Twenty-nine
Trente	Thirty
Trente et un	Thirty-one
Trente-deux	Thirty-two
Trente-trois	Thirty-three
Trente-quatre	Thirty-four
Trente-cinq	Thirty-five
Trente-six	Thirty-six
Trente-sept	Thirty-seven

French	English Equivalent
Trente-huit	Thirty-eight
Trente-neuf	Thirty-nine
Quarante	Forty
Les numéros	The numbers
Combien coûte...?	How much is/are...?

About the Activities in This Unit

The activities in this unit complement Unit 4 of the QCA Scheme of Work, in particular Activities 1, 2 and the end of unit activity. The animals are introduced and a game of snap is played. The pupils have listening and reading activities and create a short cartoon strip about some animals.

Teachers should take the opportunity to discuss with pupils the French culture, especially the fact that dogs are allowed in restaurants, unlike here in Great Britain.

Kar2ouche Tasks

- 1 Meet the Animals
- 2 Numbers to 40
- 3 Animal Profile

ICT Skills/Capabilities

Developing ideas and making things happen 2a-c

Exchanging and sharing information 3a and 3b

Reviewing, modifying and evaluating work as it progresses 4a and 4c

Expectations

All pupils will: understand and respond to simple questions with prompts or visual support; understand names of pets with the support of visual clues.

Most pupils will: ask and answer questions about pets; understand and use numbers from 32 to 40; communicate in French in pairs, asking and answering simple questions; develop their understanding of the way sounds are represented in writing.

Some pupils will: use visual cues to produce phrases, sentences or passages, using mainly memorised language; begin to apply aspects of grammar in new contexts; initiate conversations when working in the foreign language in pairs or groups.

I Meet the Animals

Learning Objectives

Pupils will:

- be introduced to the animals and their names
- learn to ask if someone has a pet and respond appropriately
- read short sentences and respond appropriately
- listen to sentences and respond appropriately

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- learn the animal names and use them in a context, e.g. *'Un chien. C'est mon chien. Il est brun.'*
- answer questions about animals and their owners, e.g. *'C'est mon père. A-t-il un chat brun? Non! Il à un chien brun.'*
- create an animation with voice-over about animals and their owners.

Resources

Kar2ouche Starting French Content Library

Storyboards: Mes Animaux; Ce Sont Mes Animaux

Audio file: Les Animaux

Quick Start Guide

Introducing to the Activities

You may wish to talk about some animals pupils know, to introduce these activities. Pupils will meet the animals and name them. They will complete a pupil sheet and then create storyboards to accompany audio files.



Activity A: Rencontrez Les Animaux

- 1 The pupils load storyboard **Mes Animaux**. Gilbert walks on and says *Voilà mes animaux* (here are my pets). Then each pet appears on the screen and Gilbert introduces each one, e.g. *Un hamster. C'est mon hamster* ("Hamster. This is my hamster.") As speaks, the sentence appears below and the animal is labelled.
- 2 Pupils then complete the Pupil Sheet 4:1 "What is my pet?"



Activity B: Ce Sont Mes Animaux

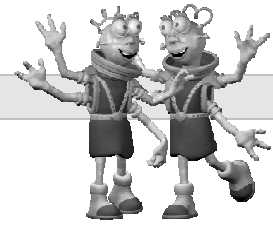
- 1 The pupils load audio file **Les Animaux**. They listen to the conversation between Gilbert and LouLou. They then create a storyboard with appropriate backgrounds, characters and the correct animals to accompany the audio file. They can then add further characters and animals for Gilbert and LouLou to ask questions about.
- 2 The pupils open storyboard **Ce Sont Mes Animaux**. They follow the on screen instructions to create a storyboard to accompany the audio file. They build up a picture for each sentence, e.g. 'This is Mum Alien and she has 4 birds. This is Baby alien and he has 5 hamsters' (*C'est la maman étrangère. Elle a quatre oiseaux. C'est un bébé étranger. Il a cinq hamsters.*). Once completed, they play the scenes through.



Extension

In this activity the pupils build up a story to introduce the animals to younger pupils. They should introduce the animals using writing, voice-over and pictures.

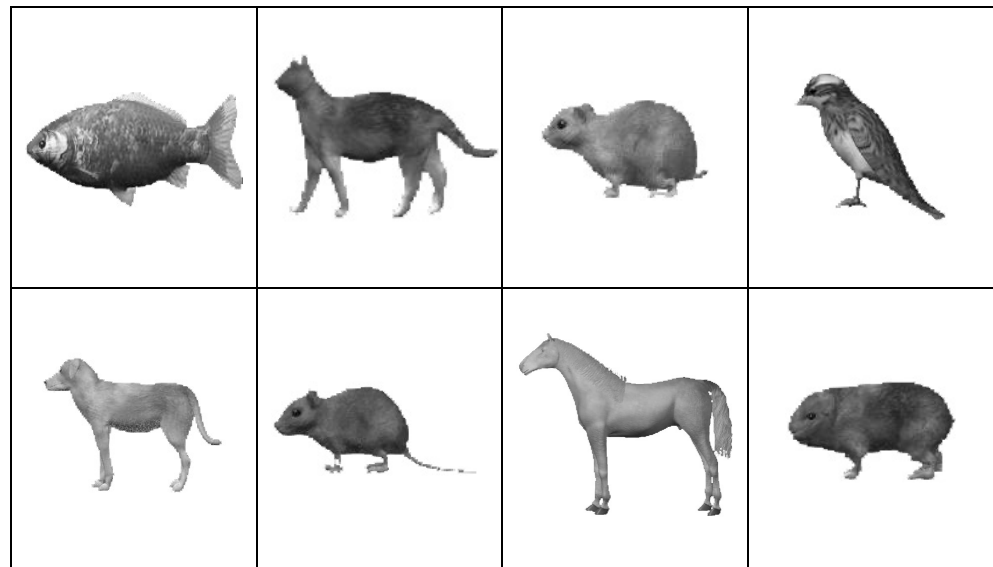
Pupil Sheet 4:1



Activity A: Rencontrez Les Animaux



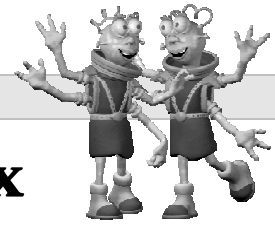
- 1 Load storyboard **Mes Animaux**.
- 2 Listen to the audio file for the storyboard. Look at the words for each animal carefully as Gilbert speaks.
- 3 Now complete the pupil sheet. You need to match each animal to the correct word and article (un/une/des).



chat
chien
oiseaux
cheval
poissons
souris
hamster
cochon d'Inde

un
une
des

Pupil Sheet 4:1



Activity B: Ce Sont Mes Animaux

In this activity you will need to match up the aliens with their correct pets.



- 1 Load audio file **Les Animaux**.
- 2 Listen carefully.
- 3 Create a storyboard with appropriate backgrounds, characters and the correct animals to accompany the audio file.
- 4 Add further characters and animals for Gilbert and LouLou to ask questions about.
- 5 Add your own text and record your audio files.
- 6 Load storyboard **Ce Sont Mes Animaux**.
- 7 Follow the instructions on screen to create the storyboard.



If you have time, you can create a story to introduce younger pupils to the animals. Use the pictures, writing and record your own voices. You can also add appropriate animal noises too.

2 Numbers to 40

Learning Objectives

Pupils will:

- be introduced to the numbers from 32 to 40
- revise numbers to 31
- revise vocabulary from previous units
- use animal vocabulary in a given context.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- learn the numbers from 32 to 40
- revise the numbers from 1 to 31
- revise animal names
- learn to use money and give change

Resources

Kar2ouche Starting French Content Library

Storyboard: Le Magasin du Vendeur d'Animaux

Quick Start Guide

Introducing to the Activities

In these activities the pupils will work with numbers, animals and money vocabulary. You may wish to use the word banks for the animals and numbers as a whole class introduction .



Activity A: Le Magasin du Vendeur d'Animaux

In this activity the pupils will help Gilbert set up a pet shop. They will revise the names of animals in French and also be introduced to the numbers from 31 to 40. The pupils load storyboard **Le Magasin du Vendeur d'Animaux**. Gilbert stands on a background of a pet shop. He asks the pupils, *Où sont les animaux?* In the following frames, Gilbert then asks for various animals to be passed to him. The pupils then need to think of suitable prices for the various animals.

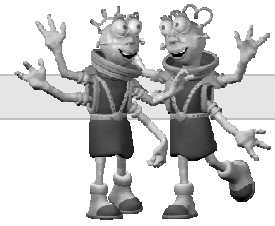
Activity B: Combien Coûtent Les Animaux

In this activity pupils will practise using numbers to 40 in the context of buying animals from the pet shop using Euros. They will create their own pet shop into which members of the alien family come. They ask to buy a selection of animals. The pupils need to create the maths questions and calculate the cost of the purchases.

Extension

The pupils create their own shopping scenario. They use alien characters to buy various items from a shop. They create the additions and then use Euros to buy the items and give change.

Pupil Sheet 4:2



Activity A: Le Magasin du Vendeur d'Animaux



In this activity you will be helping Gilbert set up a pet shop. To do this, you will need to complete the storyboard.

- 1 Load storyboard **Le Magasin du Vendeur d'Animaux**.
- 2 Follow the on-screen instructions to help Gilbert set up a pet shop.

Activity B: Combien Coûtent Les Animaux

In this activity you will be practising using numbers to 40 as you help the aliens to buy pets from the pet shop using Euros.

- 1 Load a new storyboard.
- 2 Choose the pet shop background from the backgrounds tab.
- 3 Add a selection of animals. You may also want to choose a human character to be the pet shop owner.
- 4 Create a price list in Euros using text boxes.
- 5 Choose members of the alien family to come into the pet shop to buy a selection of animals.
- 6 Add speech bubbles to the frames. In these the aliens will ask to buy a selection of pets (e.g. a dog and two fish – *Un chien et deux poissons, s'il vous plaît*).
- 7 Calculate how much the cost of the animals will be in Euros and add this information to a text box in each frame.
- 8 Use the word bank and audio files or record your own voice.
- 9 Save your work. You could also print the frames out to display in the classroom.

Pupil Sheet 4:2

Activity B: Combien Coûtent Les Animaux *continued*

- 10 If you have time, you can create your own shop. You will need to:
 - a add your own background – you might want to draw this and add your own products to sell
 - b using a text box, add a price list in Euros
 - c decide which characters are going to come into your shop
 - d make up some maths problems, which include adding together two items and needing to be given change (e.g. bread costs 10 Euros and meat costs 18 Euros. How much is this altogether? I have 40 Euros. How much change do I get?).
- 11 Write your problems in French using words and digits.
- 12 Record your own audio files.
- 13 Play your storyboards to a friend.

3 Animal Profile

Learning Objectives

Pupils will:

- revise the vocabulary from the unit and use it in a set context
- apply the knowledge, skills and understanding that they have gained from this and previous units in a meaningful way.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- revise vocabulary from the unit
- use French with more confidence in a given context.

Resources

Kar2ouche Starting French Content Library

Storyboard: Regardez Mes Animaux

Quick Start Guide

Introducing the Activities

In this unit the pupils will meet Gilbert's pets and then work to create their own storyboard to show profiles of the animals that they have learnt about.

Activity A: Regardez Mes Animaux

This is a listening and reading activity, which can be used as a whole class introduction. Using storyboard **Regardez Mes Animaux**, pupils listen to the descriptions of Gilbert's pets. Gilbert introduces his 3 pets in turn describing how they look, their colours, their names and their ages.



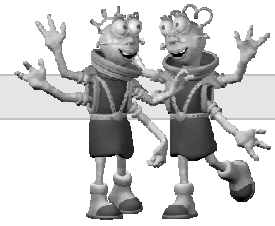
Activity B: Mes Animaux

In this activity the pupils make their own pet profiles following the same format as Gilbert in the previous activity. They use the words from the word banks with the audio files attached. They could attach digital photos of their own pets if they have access to a digital camera, or they could scan their photos.

Extension

The pupils make their own pet profiles, but produce the voice-over by recording their own voices.

Pupil Sheet 4:3



Activity A: Regardez Mes Animaux



- 1 Open storyboard **Regardez Mes Animaux**.
- 2 Listen to the audio files as you follow the frames. This is a listening and reading activity. You will need to use this information for the following activity.

Activity B: Mes Animaux

- 1 Make your own pet profiles, following the same format as Gilbert.
- 2 Choose three animals from the props tab. They should not be the same as Gilbert's pets. If you wish, you can use digital or scanned photos of your own pets, or ones you would like to own.
- 3 Create a new frame for each pet. Each frame should include a description of:
 - size
 - colour
 - name
 - age.
- 4 Use the words from the word banks with the audio files attached, or record your own.

Unit 5 Mon Anniversaire

Word Bank

Useful phrases and key vocabulary

French	English Equivalent
Aujourd'hui	Today
C'est le ...	It is the ...
Cadeau(x)	Present(s)
Joyeux anniversaire!	Happy birthday!
Mon anniversaire est le premier ...	My birthday is the first ...
Quel est la date de ton anniversaire?	What date is your birthday?
Quelle âge as-tu?	How old are you?
Quelle est la saison de ton anniversaire?	Which season is your birthday in?
Le jour	The day
Un jour dans l'école	A day in school
Le printemps	Spring
L'été	Summer
L'automne	Autumn
L'hiver	Winter

Words relating to time, sequences and numbers

Quelle heure est-il?	What time is it?
Il est une heure	It is 1 o'clock
Il est deux heures	It is 2 o'clock
Il est trois heures	It is 3 o'clock
Il est quatre heures	It is 4 o'clock
Il est cinq heures	It is 5 o'clock
Il est six heures	It is 6 o'clock
Il est sept heures	It is 7 o'clock
Il est huit heures	It is 8 o'clock
Il est neuf heures	It is 9 o'clock
Il est dix heures	It is 10 o'clock
Il est onze heures	It is 11 o'clock
Il est midi	It is midday
Il est minuit	It is midnight
Matin	Morning
Après-midi	Afternoon
Soir	Evening
Zéro	Zero

French	English Equivalent
Un	One
Deux	Two
Trois	Three
Quatre	Four
Cinq	Five
Six	Six
Sept	Seven
Huit	Eight
Neuf	Nine
Dix	Ten
Onze	Eleven
Douze	Twelve
Treize	Thirteen
Quatorze	Fourteen
Quinze	Fifteen
Seize	Sixteen
Dix-sept	Seventeen
Dix-huit	Eighteen
Dix-neuf	Nineteen
Vingt	Twenty
Vingt et un	Twenty one
Vingt-deux	Twenty-two
Vingt-trois	Twenty-three
Vingt-quatre	Twenty-four
Vingt-cinq	Twenty-five
Vingt-six	Twenty-six
Vingt-sept	Twenty-seven
Vingt-huit	Twenty-eight
Vingt-neuf	Twenty-nine
Trente	Thirty
Trente et un	Thirty-one
Trente-deux	Thirty-two
Trente-trois	Thirty-three
Trente-quatre	Thirty-four
Trente-cinq	Thirty-five
Trente-six	Thirty-six
Trente-sept	Thirty-seven
Trente-huit	Thirty-eight

French	English Equivalent
Trente-neuf	Thirty-nine
Quarante	Forty
Quarante et un	Forty-one
Quarante-deux	Forty-two
Quarante-trois	Forty-three
Quarante-quatre	Forty-four
Quarante-cinq	Forty-five
Quarante-six	Forty-six
Quarante-sept	Forty-seven
Quarante-huit	Forty-eight
Quarante-neuf	Forty-nine
Cinquante	Fifty
Cinquante et un	Fifty-one
Cinquante-deux	Fifty-two
Cinquante-trois	Fifty-three
Cinquante-quatre	Fifty-four
Cinquante-cinq	Fifty-five
Cinquante-six	Fifty-six
Cinquante-sept	Fifty-seven
Cinquante-huit	Fifty-eight
Cinquante-neuf	Fifty-nine
Soixante	Sixty

About the Activities in This Unit

The activities in this unit complement Unit 5 of the QCA Scheme of Work, in particular Activities 1, 3 and the end of unit activity.

If at all possible, pupils could compare the ways in which birthdays are celebrated at home and in France. Samples of birthday cards could be brought in.

Pupils who have holidayed in Southern France will be aware of the afternoon 'siesta'. This and the fact that families tend to eat their evening meals later could be discussed during task 5.1 (The Time).

Kar2ouche Tasks

- 1 The Time
- 2 Numbers to 60
- 3 Birthdays

ICT Skills/Capabilities

Developing ideas and making things happen 2a-c

Exchanging and sharing information 3a and 3b

Reviewing, modifying and evaluating work as it progresses 4a and 4c

Expectations

All pupils will: respond with *oui* or *non* to questions about the time, dates and birthdays.

Most pupils will: ask and answer questions about pets; understand and use numbers from 41 to 60; communicate in French in pairs, asking and answering simple questions; develop their understanding of the way sounds are represented in writing.

Some pupils will: write a short description; speak about their birthday; spell most of the key vocabulary accurately.

I The Time

Learning Objectives

Pupils will:

- become familiar with the time on the hour
- become familiar with asking the time and responding appropriately
- read both analogue and digital clocks and tell the time
- listen to sentences and respond appropriately.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- express the time on the hour, e.g. *Il est huit heures*
- ask the time and respond appropriately, e.g. *Quelle heure est-il? Il est neuf heures*
- revise and use numbers to 12.

Resources

Kar2ouche Starting French Content Library

Storyboards: *Quelle Heure Est-il?*; *Un Jour Avec Gilbert*

Quick Start Guide

Introducing the Activities

You may wish to talk about times in the school day, e.g. lunchtime, to introduce this activity. In this unit the pupils learn to tell the time using hours. They are encouraged to state the time a certain activity takes place.

Activity A: Quelle Heure Est-il?



- 1 The pupils open storyboard **Quelle heure est-il?** Gilbert is holding a clock. He turns to the pupils and asks '*Quelle heure est-il?*' He shows them a clock with the hands at 11.00. He tells them, '*Il est onze heures.*' This is repeated until he has been through from 1 o'clock to 12 o'clock. This is a listening activity which can be used with the whole class.
- 2 Pupils then complete Pupil Sheet 5:1 **Quelle heure est-il?** as reinforcement.



Activity B: Un Jour Avec Gilbert

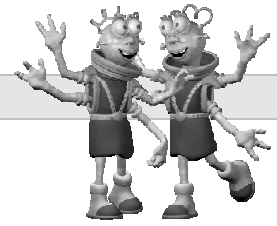


The pupils open storyboard **Un Jour Avec Gilbert**. A series of events can be seen (Gilbert's time diary). In frame 1 Gilbert is waking up. On the wall is a clock. The clocks vary from analogue to digital. The pupils need to add a label to the scene to state the time. The next scene shows Gilbert brushing his teeth; again, the pupils need to add a textbox label to the frame to state the time that is shown on the clock. This continues until the sequence is finished. Pupils then play the whole sequence through again.

Extension

The pupils create their own time diary for one of the Aliens and they provide the times by recording their own voices.

Pupil Sheet 5:1












Activity A: Quelle Heure Est-il?

In this activity Gilbert will be introducing you to the hours in French.

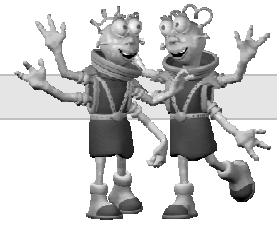


- 1 Open storyboard **Quelle Heure Est-il?**
- 2 Listen to the audio file while you watch the storyboard.
- 3 When you have finished watching the storyboard, complete the pupil sheet.

**For each clock face, add your own time.
Begin the answer 'Il est...'**

Pupil Sheet 5:1



Activity B: Un Jour Avec Gilbert

Gilbert is having a spot of bother. He is learning about when humans do different activities throughout the day but he doesn't know at what time each activity should take place. Help Gilbert by adding the correct times to the storyboard.



Open storyboard **Un Jour Avec Gilbert**. Follow the on screen instructions and complete the storyboard.

When you have completed the storyboard, create a storyboard time diary for one of the other Aliens.

- 1 Choose an Alien from the character palette.
- 2 Decide on the activities this Alien will do during the day and create a set of frames to show these activities.
- 3 Use your own voice to record the times.
- 4 When you have completed the storyboard, play it back to other members of the class.

2 Numbers to 60

Learning Objectives

Pupils will:

- revise the time on the hour
- become familiar with time phrases
- use time phrases in context
- answer questions about the time
- become familiar with numbers 41 to 60
- revise numbers 1 to 40.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- use the vocabulary for morning, afternoon and evening
- tell the time on the hour
- ask the time and respond appropriately
- revise and use numbers to 60.

Resources

Kar2ouche Starting French Content Library

Storyboards: Le Jour; Un Jour Dans L'école

Quick Start Guide

Introducing the Activities

In this unit the pupils learn time phrases for the morning, afternoon and evening.

Activity A: Le Jour



The pupils open storyboard **Le Jour**. The storyboard consists of different daily activities, which have been jumbled up. The pupils rearrange the activities, placing them in the right order, and label them with the correct time of day in digits, French and English, e.g. Gilbert would eat his breakfast in the morning, he would walk home from school in the evening. They can then print these out and display them. Pupils can compare the order in which they have been placed.



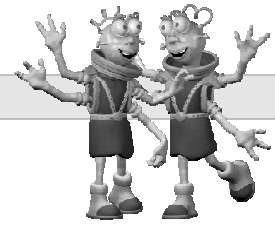
Activity B: Un Jour Dans L'école

Demonstrate a scene from school to the class, e.g. children coming out of school with a clock showing 4 p.m. Then ask '*Quelle heure est-il?*' The pupils respond with *Il est quatre heures de l'après-midi*. Pupils listen to audio files of times of day words. Pupils and complete storyboard **Un Jour Dans L'école**.

Extension

The pupils create an animation to show their own day, using the times of day as well as the hour that activities take place. They could also revise the days of the week. The pupils either record their own voices or use the word banks to help with the narration of their animation.

Pupil Sheet 5:2



Activity A: Le Jour

JouJou has taken photos of different activities the Aliens do during the day. Unfortunately she has dropped them and they have been mixed up. Help her to put their activities in the correct order.



Open storyboard **Le Jour**. Follow the instructions and complete the storyboard.

Activity B: Un Jour Dans L'école

In this activity you will be creating a storyboard to show the different activities that you do at different times of the day, at certain hours and on particular days.

- 1 Working with a partner, open storyboard **Un Jour Dans L'école**. Follow the on-screen instructions to complete the storyboard.
- 2 Now create an animation to show your day.
 - a You will need to use the times of day as well as the specific hour that activities take place, and also the day.
 - b You can either record your own voice, or use the word banks to help you narrate your animation.

3 Birthdays

Learning Objectives

Pupils will become familiar with:

- numbers from 41 to 60
- how to ask and give a birthday date
- how to wish someone happy birthday
- seasons of the year
- months and days of the week
- time on the hour
- using time phrases.

Learning Outcomes

Pupils will create and complete a range of storyboards, enabling them to:

- use the vocabulary for numbers to 60 in a given context
- say happy birthday and ask when someone's birthday is: *Joyeux/Bon anniversaire. Quelle est la date de ton anniversaire?*
- ask how old someone will be: *Quel âge as-tu aujourd'hui?*
- express the seasons of the year and use them in context: *le printemps, l'été, l'automne, l'hiver.*
- express the months of the year and the days of the week.

Resources

Kar2ouche Starting French Content Library

Storyboard: Bon Anniversaire

Audio file: Mon Anniversaire

Quick Start Guide

Introducing the Activities

In this unit the pupils revise the numbers from 41 – 60, and use them in a context. They learn how to say happy birthday and ask when someone's birthday is.

Activity A: Bon Anniversaire



- 1 Using storyboard **Bon Anniversaire**, pupils are introduced to birthdays and seasons. Gilbert is in front of a calendar. He points to June 4th and says *Mon anniversaire est le quatre juin*. He asks various alien creatures onto the screen. As they come on he asks *Quelle est la date de ton anniversaire?* They respond appropriately. The aliens are then asked *Quelle est la saison de ton anniversaire?* They respond appropriately. The pupils work in pairs practising asking the same questions and then adding a frame to tell Gilbert when their birthdays are and which season they are in. They need to respond appropriately. You may wish to reinforce the vocabulary from this activity by using this activity with the whole class.
- 2 The pupils open audio file **Mon Anniversaire**. The pupils listen to Grandma wishing Gilbert a happy birthday and talking about their ages. Pupils complete a storyboard for this audio file and finish the final frame by adding the present that Grandma has given Gilbert.



Activity B: Quel Âge As-tu?

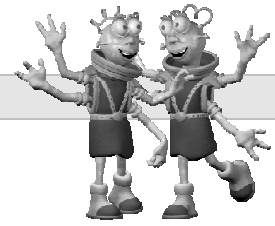
In this activity pupils will be practising using numbers to 60. As a revision exercise, you may want to listen to the word banks for the numbers to 60 with the whole class. Pupils then use pupil sheet 5:3 **Quelle Âge As-tu?** The sheet contains all the members of the Alien family and their ages. There are also some maths questions to complete. Pupils will then use this information to complete maths questions by adding or subtracting the ages of different aliens in French.



Extension and Revision

Pupils create their own 'family gathering' storyboard. They welcome in the guests and ask them how old they are, where they live and when their birthdays are. They use the vocabulary learnt in this unit.

Pupil Sheet 5:3



Activity A: Bon Anniversaire



In this activity you will find out when Gilbert's birthday is. His family will also tell you about their birthdays.

- 1 Working with a partner open storyboard **Bon Anniversaire**. Follow the instructions to complete the storyboard.
- 2 Now listen to audio file **Mon Anniversaire**.
- 3 Create a storyboard to accompany the audio file.
- 4 In the last frame, Gilbert opens his present and tells everyone what it is. You need to complete the sentence 'C'est un/une ...'

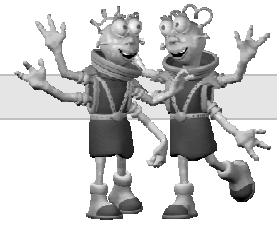
Activity B: Quel Âge As-tu?



In this activity you will practise using numbers to 60 by adding and subtracting different people's ages.







- 1 Look at worksheet 5:3 **Quel Âge As-tu? continued**: Each of the members of the Alien family is listed, along with their age.
- 2 Complete the maths questions on the sheet.
- 3 Using the information from the worksheet, create a maths problems storyboard using the alien characters and **your own family's ages**.
- 4 Create addition and subtraction questions in French using words and digits (e.g. *Grand-mère a soixante et un ans. J'ai dix ans. Calculez le total.*).
- 5 Work out the answers and place them on a separate answers frame.
- 6 When you have finished your storyboard, give it to another member of the class to complete.
- 7 If you have time, create a 'family gathering' storyboard.
- 8 Your first frame will show all the members of the family who have been invited – these could be a mixture of humans and aliens.
- 9 In the following frames, each guest is welcomed in and asked their age, where they live and when their birthday is.
- 10 Use the word banks for this unit to help you.

Pupil Sheet 5:3



Activity B: Quel Âge As-tu? continued

Here are the members of Gilbert's family. For each of the questions below, calculate the total ages and write your answers *en français!*

 <p>Je m'appelle Egbert. J'ai douze ans.</p>	 <p>Je m'appelle Gilbert. J'ai dix ans.</p>	 <p>Je m'appelle LouLou. J'ai quinze ans.</p>
 <p>Je m'appelle Maman. J'ai quarante et un ans.</p>	 <p>Je m'appelle Papa. J'ai quarante-cinq ans.</p>	 <p>Je m'appelle JouJou. J'ai neuf ans.</p>

Calculez le total:

- 1 Gilbert plus Maman.
- 2 Maman plus JouJou.
- 3 Papa plus LouLou.
- 4 Egbert plus Gilbert plus JouJou.
- 5 Papa plus Egbert.
- 6 LouLou plus Maman

Unit 6 Le Monde

Word Bank

Useful phrases and key vocabulary

French	English Equivalents
Bordeaux	Bordeaux
Boulogne	Boulogne
C'est ...	It is...
C'est quel pays?	Which country is that?
C'est quelle ville?	Which town/city is it?
Calais	Calais
Dans l'est	In the east
Dans l'ouest	In the west
Dans le nord	In the north
Dans le sud	In the south
Étapes	Steps
l'Allemagne	Germany
l'Angleterre	England
l'Écosse	Scotland
l'Espagne	Spain
La Belgique	Belgium
La boussole	compass
La France	France
Le Pays de Galles	Wales
Les pays du monde	The countries of the world
Lille	Lille
Marseille	Marseilles
Nice	Nice
Paris	Paris
Le trésor	The treasure

Verbs

Je ne vais pas à ...	I am not going to ...
Je vais à ...	I am going to ...
Où est ...?	Where is ...?
Où vas-tu?	Where are you going?
Retrouver	To find
Retrouvez	Find
Regarder	To look at
Regardez	Look at

About the Activities in This Unit

The activities in this unit complement Unit 6 of the QCA Scheme of Work, in particular Activities 1, 2 and 3. The activities begin by introducing the countries around the world. The pupils are then taught the points of the compass, and finally the unit culminates with pupils creating a storyboard about finding hidden treasure. Pupils can compare the towns and cities in Great Britain with those in France mentioned in the unit.

Kar2ouche Tasks

- 1 Countries
- 2 Towns
- 3 Points of the Compass

ICT Skills/Capabilities

Developing ideas and making things happen 2a-c

Exchanging and sharing information 3a and 3b

Reviewing, modifying and evaluating work as it progresses 4a and 4c

Expectations

All pupils will: respond with *oui* or *non*, gestures or short answers to questions about a possible trip to France; copy or label using single words or short phrases.

Most pupils will: identify and pronounce accurately the names of some countries and towns; know the points of the compass in French; copy accurately in writing the keywords and phrases from the unit; listen to a story and select keywords and phrases; devise and perform a short sketch, in groups of two or three, using structures learnt in the unit.

Some pupils will: use and apply material from memory, in both speaking and writing, e.g. to send e-mails to a friend or to video-conference; research additional vocabulary using a dictionary and apply it accurately; research new ideas from internet sites or from an encyclopaedia or other sources, and incorporate this into their learning.

I Countries

Learning Objectives

Pupils will:

- become familiar with the countries of the world in French
- use them in context
- revise vocabulary from previous units.

Learning Outcomes

Pupils will create a series of storyboards enabling them to:

- use the names of the countries of the world in context
- revise the names of the colours in French and use them in context
- revise the names of animals in French and use them in context.

Resources

Kar2ouche Starting French Content Library

Storyboards: Les Pays du Monde; Monsieur et Madame Univers

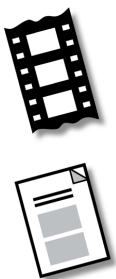
Quick Start Guide

Introducing the Activities

In these activities the pupils are introduced to the countries of Europe, in French and then visit an alien beauty competition. They need to decide which alien should win! They then create their own Alien Universe Contest and decide who should win.

Activity A: Les Pays du Monde

- 1 The pupils open storyboard **Les Pays du Monde**. The pupils see Gilbert: on the screen behind him is a blank map of Europe. He then labels all the major countries in French. This activity can be used as a whole class introduction. You may want to revise the names of the countries from Unit 2.
- 2 Pupils then complete Pupil Sheet 6:1 **Les Pays du Monde**.





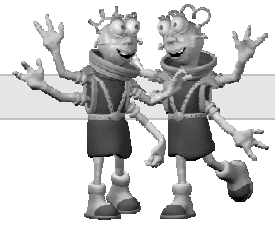
Activity B: Monsieur et Madame Univers

The pupils open incomplete storyboard **Monsieur et Madame Univers**. The pupils see Jean-Paul and H el ene in a TV studio. They are hosting the Alien World Wide Beauty Contest. They greet various alien contestants, including Gilbert, and ask them which country they represent. The contestants are carrying the countries' flags. The pupils need to add labels to say which country they represent. Each contestant tells the hosts something about themselves, e.g. their age and the pets they own. The pupils answer the sentences using the vocabulary learnt in previous units and the word banks. They finish off the animation deciding which alien wins the contest and crowning them. Finally they play the whole animation through.

Extension

The pupils create an Alien Universe competition for themselves; the class can be divided into pairs. Each pair is given a character to interview. The teacher can then append each interview to create one whole contest. The whole class can then watch the contest and vote on the winner.

Pupil Sheet 6:1

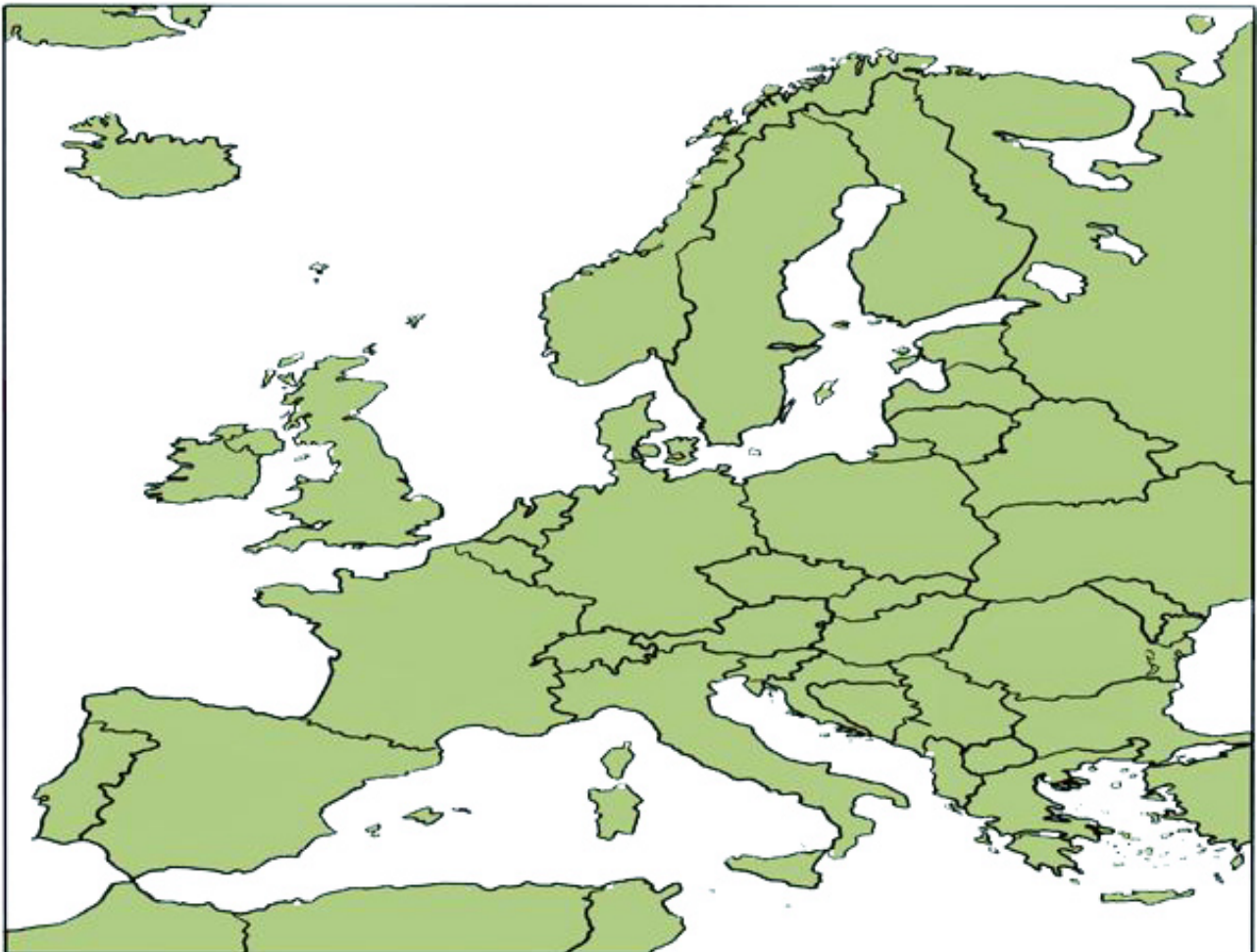


Activity A: Les Pays du Monde

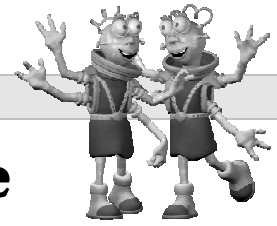


In this activity, Gilbert is going to introduce you to the countries of Europe.

- 1 Open storyboard **Les Pays du Monde**.
- 2 Watch the storyboard and listen to Gilbert introducing the countries.
- 3 Practise saying and spelling the names of the countries in French.
- 4 Complete the map below, in French.



Pupil Sheet 6:1



Activity B: Monsieur et Madame Univers

In this activity, you will be one of the judges at the Alien World Wide Beauty Contest. Jean-Paul and H el ene are interviewing the contestants.



- 1 Open storyboard **Monsieur et Madame Univers**. Listen to the audio file as you watch the storyboard, then follow the instructions and complete the final frame.
- 2 Play the whole animation through.
- 3 If you have time, create your own Alien Universe competition. You will need to:
 - a introduce each contestant
 - b announce which country each contestant represents
 - c ask the contestants to say something about themselves (e.g. how old they are, etc.)
 - d decide on the winner and crown them.
- 4 When you have finished, play the animation back to the class.

2 Towns

Learning Objectives

Pupils will:

- become familiar with the French names of some towns in France
- state where they are from
- revise vocabulary from previous units.

Learning Outcomes

Pupils will create a series of storyboards enabling, them to:

- say 'I live in (+ town)' *J'habite dans une grande ville, Paris en France*
- ask 'Where do you live?' *Où habites-tu?*
- ask 'What is your nationality?' *Tu es de quelle nationalité?*
- respond to 'What is your nationality?' *Je suis français.*
- ask and respond to 'What languages do you speak?' *Quelles langues parles-tu? Je parle français.*
- ask and respond to 'Where are you going?' *Où vas-tu? Je vais à Londres.*
- use the phrases learnt so far, e.g. name, age, where they live, etc.
- respond to the phrases learnt so far.

Resources

Kar2ouche Starting French Content Library

Storyboards: *C'est Quelle Ville?*; *Voilà une Carte d'Europe*;
Où vas-tu?

Quick Start Guide

Introducing the Activities

In these activities pupils will become familiar with the major towns and cities in France through a map and a game.

Activity A: C'est Quelle Ville?



- 1 In this activity pupils are introduced to the towns and cities in France. Pupils open storyboard **C'est quelle ville?** In Frame 1 Gilbert is on the screen and says *bonjour*. The pupils respond. Then Gilbert stands in front of a map of France and introduces it. It has names of cities and towns on it. Gilbert points to various towns around France. Each time he points to a town a new character appears. Gilbert then asks the first character *Où habites-tu?* The character responds with *J'habite dans une grande ville, Paris en France*.
- 2 The pupils then collect a blank map of France from the backgrounds palette. They place various characters around the map and add labels and dots to show where they think various towns in France are. They then walk Gilbert around the map getting him to ask the characters where they live as they meet. They create the questions and answers in French using the word bank. They end up with an animation of Gilbert visiting different parts of the country and asking people where they live.

Activity B: Où Vas-tu?



- 1 Pupils open storyboard **Voilà une Carte d'Europe**. The TV presenter is seen standing in front of a map of Europe. The presenter demonstrates the phrase *Je vais à Barcelone*. In the next frame, Gilbert appears. The TV presenter asks *Où vas-tu?* Gilbert responds with *Je vais à Berlin*.
- 2 The aim of this game is to help pupils to memorise a sequence of language along the lines of the alphabet game *Granny Goes to Market*. Gilbert and the pupils play the 'Destination Game'. Pupils open storyboard **Où Vas-tu?** Gilbert stands in front of the map of Europe and states his destination, e.g. *Moi, je vais à Londres*. A second alien, JouJou, joins him in the next frame and says: *Gilbert va à Londres, moi, je vais à Paris*. In the next frame, a third alien, Egbert, appears and says *Gilbert va à Londres, JouJou va à Paris, et moi, je vais à Berlin*.
- 3 In groups, the pupils then create their own storyboard destination games.

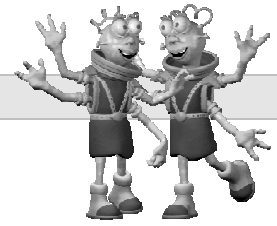


Extension

In this activity the pupils will revise some of the vocabulary from previous units.

The pupils create their own publications in which characters introduce themselves. They explain which country they live in and the languages they speak. They should use as much of the vocabulary as possible. The publications can be printed out and shared with younger pupils.

Pupil Sheet 6:2



Activity A: C'est Quelle Ville?

In this activity, Gilbert introduces you to France. He meets new friends who live in the different towns and cities around France. Each character is asked where they live.



- 1 Open the storyboard **C'est Quelle Ville?**
- 2 Listen carefully to the audio files.
- 3 Open a new storyboard.
- 4 Drag a map of France into the composition window.
- 5 Choose characters to 'live' in the different cities and towns in France.
- 6 Using the text box, add labels and dots or arrows to show where the towns are.
- 7 In the following frames, get Gilbert to meet different characters.
- 8 Create a set of questions and answers for the conversations that Gilbert will have.
- 9 You can use the word bank and audio files, or you can record your own voices.

Activity B: Où Vas-tu?

In this activity you are going to find out where the members of Gilbert's family are going by asking the question *Où vas-tu?*



- 1 Open storyboard **Voilà une Carte d'Europe**. Listen to the audio file carefully as the storyboard runs.
- 2 Play the 'Destination Game'. Open storyboard **Où Vas-tu?**
- 3 In groups follow the instructions in the caption frame on the storyboard to create your own destination games.
- 4 When you have finished, save your work and pass it to another group. See if they can memorise the sequence of characters and the towns they are visiting.

3 Points of the Compass

Learning Objectives

Pupils will:

- become familiar with the points of the compass
- use the points of the compass to aid navigation.

Learning Outcomes

Pupils will create a series of storyboards, enabling them to:

- use the points of the compass effectively
- know the vocabulary for the points of the compass
- revise vocabulary from previous units.

Resources

Kar2ouche Starting French Content Library

Storyboards: La Boussole; Le Labyrinthe

Quick Start Guide

Introducing the Activities

You may wish to play with a large cardboard compass, with a central paperclip for spinning, to introduce directions. Pupils then help Gilbert find his way through a maze and create their own treasure map with directions.

Activity A: Regardez Ma Boussole



- 1 This activity can be used as an introductory activity with the whole class. The pupils open storyboard **La Boussole**. Gilbert is on the screen and shows the pupils a compass. Then a number of Aliens appear on the screen. Gilbert says *Le nord* and the Aliens all move to the north of the screen. He then says *L'ouest* and the Aliens move to the west. He continues with this until he has shown the pupils all the points of the compass. The pupils then see a blank compass, which they label with the correct points.



- The pupils open storyboard **Le Labyrinthe**. They see Gilbert standing at the entrance to a maze. He walks forward 2 paces and the pupils label the direction he has taken, e.g. '*L'est*'. He then walks on further and as he walks on and changes direction the pupils label the direction he is walking in. They do this until he has completed the maze.

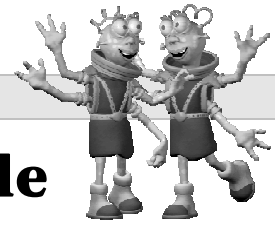
Activity B: Retrouvez le Trésor

In this activity the pupils make a treasure map. They draw the treasure map either using a drawing package on the computer, or hand drawing and scanning it in. (These can be inserted as backgrounds) Once the maps have been created, they need to write instructions using the word bank if they need help for how to find the treasure, e.g. north 5 steps. *Nord cinq étapes*.

Extension

The pupils create a treasure map again this time recording their own voices and the instructions. They give as much description of things on the island as they can.

Pupil Sheet 6:3



Activity A: Regardez Ma Boussole



- 1 Open storyboard **La Boussole**.
- 2 Watch the storyboard and listen to the audio files as Gilbert introduces you to the points of the compass. Then follow the instructions on screen to complete the activity.



- 3 Open storyboard **Le Labyrinthe**.
- 4 Gilbert is standing at the entrance to a maze. Follow the instructions on screen to complete the activity.

Activity B: Retrouvez le Trésor

In this activity you are going to make a treasure map and write the instructions for finding the treasure.

- 1 Draw your own outline treasure map. You will need to make sure that there are landmarks marked on the map so that you can give the directions to find the treasure clearly.
- 2 When you have drawn your map, scan it, save it to disk and add it in by clicking the orange folder in the backgrounds tab.
- 3 Now, using the word bank, write the instructions in French for finding the treasure, e.g. north 5 steps. *Nord cinq étapes*.

When you have finished, create a new treasure map. This time you are going to add as much detail as you can, and record your own instructions.

- 1 Either choose the sketch map of the town from the backgrounds tab, or draw and scan in your own.
- 2 Write the instructions for finding the treasure, including as much detail as you can.
- 3 When you have finished writing the instructions, record them as an audio file.
- 4 Save your work.

Give your treasure map to a friend and see if they can find the hidden treasure.

Appendix I Audiofile transcripts

This appendix contains transcripts of all the audio files contained in Kar2ouche Starting French.

Unit I

Task 1:1

Storyboard: Meeting and Greeting

Gilbert:	Bonjour.
Gilbert:	Ça va?
Gilbert: (Enter Gilbert's friend)	Ça va bien, merci.
Gilbert:	Bonjour, mon ami. Ça va?
Gilbert:	C'est mon ami, il s'appelle ...
Voice (male):	Bonjour. Comment t'appelles-tu?
Gilbert:	Au revoir.

Audio: Salut Gilbert

Gilbert:	Bonjour Joujou.
Joujou:	Salut Gilbert. Ça va?
Gilbert:	Ça va bien, merci. Et toi?
Joujou: (Enter Egbert)	Super, merci.
Egbert:	Bonjour, Joujou.
Joujou:	Salut.
Egbert: (Looking at Gilbert)	Bonjour. Je m'appelle Egbert. Comment t'appelles-tu?
Gilbert:	Bonjour. Je m'appelle Gilbert. Ça va Egbert?
Egbert:	Comme-ci, comme-ca.
Joujou:	Au revoir Gilbert, au revoir Egbert.
Egbert & Gilbert:	Au revoir Joujou.

Task 1:2

Audio: Numbers and Pictures

Adult voice:	Cinq Gilbert.
Adult voice:	Deux étrangers.
Adult voice:	Sept chaises.
Adult voice:	Trois gommés.
Adult voice:	Un tableau.
Adult voice:	Onze règles.
Adult voice:	Six garçons.
Adult voice:	Quatre professeurs.
Adult voice:	Douze livres.
Adult voice:	Huit sacs.
Adult voice:	Dix stylos.
Adult voice:	Neuf filles.

Audio: Compte Avec Moi

Professeur:	Bonjour les enfants.
Gilbert, Joujou & Egbert:	Bonjour monsieur.
Professeur:	Gilbert, combien de stylos ici?
Gilbert:	Deux stylos.
Professeur:	Bon. Joujou, combien de crayons de couleur ici?
Joujou:	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. Dix crayons de couleur, Monsieur.
Professeur:	Oui, excellent. Egbert, combien de gommés ici?
Egbert:	Trois, monsieur.
Professeur:	Non, encore Egbert.
Egbert:	Pardon, monsieur ... quatre gommés.
Professeur:	Oui, bon. Écoutez et répétez. Un, deux, trois, quatre, cinq, six.
Gilbert, Joujou & Egbert:	Un, deux, trois, quatre, cinq, six.
Professeur:	Sept, huit, neuf, dix, onze, douze.
Gilbert, Joujou & Egbert:	Sept, huit, neuf, dix, onze, douze.
Professeur:	Excellent. Encore.
Gilbert, Joujou & Egbert:	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.
Professeur:	Super. Au revoir les enfants.
Gilbert, Joujou & Egbert:	Au revoir monsieur.

Task 1:3

Storyboard: Dans la Salle de Classe

Gilbert:	Qu'est-ce que c'est?
JouJou:	C'est un livre.
Gilbert:	Qu'est-ce que c'est?
JouJou:	C'est un tableau.
Gilbert:	Qu'est-ce que c'est?
JouJou:	C'est une gomme.
Gilbert:	Qu'est-ce que c'est?
JouJou:	C'est une règle.

Storyboard: Encore en Classe

Gilbert:	Qu'est-ce que c'est?
Gilbert:	Combien de livres ici?
Gilbert:	Qu'est-ce que c'est?
Gilbert:	Combien de stylos?
Gilbert:	Combien?
Gilbert:	Qu'est-ce que c'est?
Gilbert:	Passez-moi une chaise, s'il vous plaît.
Gilbert:	Merci beaucoup. Passez-moi une table, s'il vous plaît.
Gilbert:	Merci. Passez-moi mon sac, s'il vous plaît.

Unit 2

Task 2: I

Storyboard: Où Habitez-vous?

TV Presenter:	Bonjour. ça va? Voila l'Angleterre
TV Presenter:	Où habites-tu?
Child 1:	J'habite à ...
TV Presenter:	Où habites-tu?
Child 2:	J'habite à ...
TV Presenter:	Où habites-tu?
Child 3:	J'habite à ...
TV Presenter:	Où habites-tu?

Storyboard: Tu es de Quelle Nationalité

Gilbert:	Tu es de quelle nationalité?
Child 1: (holding Union Jack)	Je suis britannique.
Gilbert:	Quelles langues parles-tu?
Child 1:	Je parle l'anglais, et toi?
Gilbert:	Je parle l'étranger.
Child 1:	Quel âge as-tu?

Audio: Bonjour Grand-mère

Gilbert:	Bonjour grand-mère.
Grand-mère:	Bonjour Gilbert et bonjour Hélène.
Hélène:	Bonjour Madame Dip-Dip. Où habitez-vous?
Grand-mère:	J'habite le lac de la Tranquillité sur la Lune. Où habites-tu?
Hélène:	J'habite à Grenoble en France.
Gilbert:	Quelle est votre nationalité, grand-mère?
Grand-mère:	Je suis lunaire!
Gilbert:	Et quelle est ta nationalité, Hélène?
Hélène:	Je suis française.
Gilbert:	Ah oui?

Task 2:2

Storyboard: Aidez Gilbert

Gilbert:	Où est la classe? Passez-moi une table, s'il vous plaît.
Gilbert:	Merci. Passez-moi vingt et un livre.
Gilbert:	Passez-moi quinze stylo.
Gilbert:	Merci. Passez-moi dix crayons de couleur.
Gilbert:	Passez-moi trois gommés.
Gilbert:	Passez-moi treize règles s'il vous plaît.
Gilbert:	Merci beaucoup. Voici la classe.

Audio: Une Semaine avec Gilbert

Adult voice:	Le lundi, Gilbert va à l'école.
	Le mardi, il va au cinéma.
	Le mercredi, il joue au football.
	Le jeudi, il parle à son ami.
	Le vendredi, il parle à son professeur.
	Le samedi, Gilbert achète des crayons de couleur.
	Et le dimanche, il mange une pizza.

Audio: Bonjour Professeur

Professeur:	Bonjour la classe.
Enfants:	Bonjour professeur.
Professeur:	Qu'est-ce que vous avez fait samedi, LouLou?
LouLou:	Je suis allée faire les courses.
Professeur:	Combien avez vous dépensé?
LouLou:	Quatorze euros.
Professeur:	Qu'avez vous fait dimanche, Norbert?
Norbert:	J'ai joué au football avec mes amis.
Professeur:	Excellent! Qu'avez vous fait lundi? Gilbert.
Gilbert:	Je suis allé à l'école et puis au cinéma.
Professeur:	Tu dois t'être régalé!

Task 2:3

Storyboard: Le Temps

Gilbert:	Quel temps fait-il?
Gilbert:	C'est Paris. Quel temps fait-il à Paris?
Gilbert:	C'est Birmingham. Quel temps fait-il à Birmingham?
Human teacher:	Quel temps fait-il?

Audio: Il Fait Mauvais

Gilbert:	Bonjour JouJou. Ça va?
JouJou:	Salut Gilbert. Je suis malheureuse.
Gilbert:	Pourquoi?
JouJou:	Il fait froid.
Gilbert:	Oui et il pleut.
JouJou:	Et il fait du brouillard, aussi.
Gilbert:	Maintenant je suis malheureux aussi.

Unit 3

Task 3: I

Audio: Ma Famille

Jean-Paul:	Qui est-ce?
Gilbert:	C'est ma soeur.
Jean-Paul:	Qui est-ce?
Gilbert:	C'est mon frère.
Jean-Paul:	Qui est-ce?
Gilbert:	C'est ma mère.
Jean-Paul:	Qui est-ce?
Gilbert:	C'est mon père.
Jean-Paul:	Qui est-ce?
Gilbert:	C'est ma grand-mère.
Jean-Paul:	Qui est-ce?
Gilbert:	C'est mon grand-père.
Jean-Paul:	Qui est-ce?
Gilbert:	C'est mon oncle.
Jean-Paul:	Qui est-ce?
Gilbert:	C'est ma tante.

Storyboard: C'est Ma Famille

Gilbert:	J'ai deux soeurs.
Gilbert:	J'ai un frère.
Gilbert:	J'ai une mère.
Gilbert:	J'ai un père.
Gilbert:	J'ai une grand-mère.
Gilbert:	J'ai un grand-père.
Gilbert:	J'ai un oncle.
Gilbert:	J'ai une tante.
Gilbert:	J'ai un bébé.
Gilbert:	Voilà ma famille.

**Storyboard:
Rencontrez Ma
Famille**

Hélène:	Elle s'appelle?
Gilbert:	Elle s'appelle Dip-Dip. Elle est ma Grand- mere.
Hélène:	C'est la grand-mère de Gilbert.
Hélène:	Il s'appelle?
Gilbert:	Il s'appelle grand-père. C'est mon grand-père.
Hélène:	C'est le grand-père de Gilbert.
Hélène:	Elle s'appelle?
Gilbert:	Elle s'appelle maman. C'est maman.
Hélène:	C'est la mère de Gilbert.
Hélène:	Il s'appelle?
Gilbert:	Il s'appelle papa. C'est mon père.
Hélène:	C'est le père de Gilbert.
Hélène:	Il s'appelle?
Gilbert:	Il s'appelle Egbert. C'est mon frère.
Hélène:	C'est le frère de Gilbert.
Hélène:	Elle s'appelle?
Gilbert:	Elle s'appelle LouLou. C'est ma soeur.
Hélène:	C'est la soeur de Gilbert.

Task 3:2

**Storyboard: Le
Calendrier**

Gilbert:	Quelle est la date?
Gilbert:	Quelle est la date?
Gilbert:	Quelle est la date d'aujourd'hui?
Gilbert:	Quelle est la date de Noël?
Gilbert:	Quelle est la date de ton anniversaire?

**Storyboard: Jours
Dans le Mois**

Gilbert:	Quelle date?
Gilbert:	Quelle date?
Gilbert:	Quelle date?
Gilbert:	Quelle date?
Gilbert:	Quelle date?

Task 3:3

**Storyboard:
Couleurs**

Gilbert:	C'est quelle couleur?
Jean-Paul:	Bleu.
Gilbert:	Est-ce que le livre est bleu?
Gilbert:	C'est quelle couleur?
Jean-Paul:	Jaune.
Gilbert:	Est-ce que le stylo est rouge?

Unit 4

Task 4:1

Storyboard: Mes Animaux

Gilbert:	Voilà mes animaux.
Gilbert:	Un hamster. C'est mon hamster.
Gilbert:	Un chat. C'est mon chat.
Gilbert:	Des oiseaux. Ce sont mes oiseaux.

Audio: Les Animaux

Gilbert:	Qui est-ce?
LouLou:	C'est mon père. A-t-il un chien brun?
Gilbert:	Oui.
LouLou:	Qui est-ce?
Gilbert:	C'est ma mère. Elle a quatre oiseaux et un oeuf.
LouLou:	Excellent.
Gilbert:	Qui est-ce?
LouLou:	C'est mon grand-père. Il a deux souris.
Gilbert:	Non! Il a trois souris blanches.
LouLou:	Ah oui, c'est vrai!

Storyboard: Ce Sont Mes Animaux

Jean-Paul:	C'est la maman étrangère. Elle a quatre oiseaux.
Jean-Paul:	C'est un bébé étranger. Il a cinq hamsters.
Jean-Paul:	C'est LouLou. Elle a beaucoup de souris.

Task 4:2

Storyboard: Le Magasin du Vendeur d'Animaux

Gilbert:	Où sont les animaux?
Gilbert:	Passez-moi un chat.
Gilbert:	Passez-moi une souris.
Gilbert:	Passez-moi des poissons.
Gilbert:	Passez-moi un chien.
Gilbert:	Voilà le magasin du vendeur d'animaux.

Task 4:3

Storyboard:
Regardez Mes
Animaux

Gilbert:	Regardez mes animaux.
Gilbert:	Voici mon hamster, il est marron. Il s'appelle Pepe. Il a deux ans.
Gilbert:	Voici mon chat, il est noir et blanc. Il s'appelle TinTin. Il a neuf ans.
Gilbert:	Voici mes oiseaux, ils sont jaunes.

Unit 5

Task 5:1

Storyboard:
Quelle Heure
Est-il?

Gilbert:	Quelle heure est-il?
Gilbert:	Il est onze heures.
Gilbert:	Il est cinq heures.
Gilbert:	Il est huit heures.
Gilbert:	Il est dix heures.
Gilbert:	Il est une heure.
Gilbert:	Il est midi.
Gilbert:	Il est deux heures.
Gilbert:	Il est sept heures.
Gilbert:	Il est minuit.
Gilbert:	Il est trois heures.
Gilbert:	Il est quatre heures.
Gilbert:	Il est six heures.
Gilbert:	Il est neuf heures.

Task 5:2

Storyboard: Un
Jour Dans
L'école

Gilbert:	Quelle heure est-il?
Gilbert:	Quelle heure est-il?

Task 5:3

Storyboard: Bon
Anniversaire

Gilbert:	mon anniversaire est le quatre juin.
Gilbert:	Quelle est la date de ton anniversaire?
Joujou:	Mon anniversaire est le dix décembre.
Gilbert:	Quelle est a saison de ton anniversaire?
Joujou:	Mon anniversaire est en hiver.
Gilbert:	Quelle est la date de ton anniversaire?
(to pupils)	
Gilbert:	Quelle est a saison de ton anniversaire?
(to pupils)	

Audio: Mon Anniversaire

Grand-mère:	Joyeux anniversaire Gilbert!
Gilbert:	Merci, grand-mère.
Grand-mère:	Quel âge as-tu aujourd'hui?
Gilbert:	J'ai dix ans. Quel âge as-tu grand-mère?
Grand-mère:	J'ai cinquante-trois ans. Voici un cadeau pour toi!
Gilbert:	Merci beaucoup, grand-mère. Excellent, c' est un ...

Unit 6

Task 6: I

Storyboard: Les Pays du Monde

Gilbert:	Voilà une carte d'Europe. C'est quel pays?
Gilbert:	L'Irlande.
Gilbert:	L'Espagne.
Gilbert:	La Belgique.
Gilbert:	La Grande-Bretagne.
Gilbert:	La Bulgarie.
Gilbert:	La Finlande.
Gilbert:	La France.
Gilbert:	La Grèce.
Gilbert:	La Hollande.
Gilbert:	La Hongrie.
Gilbert:	La Norvège.
Gilbert:	La Pologne.
Gilbert:	La Roumanie.
Gilbert:	La Russie.
Gilbert:	La Suède.
Gilbert:	La Suisse.
Gilbert:	L'Allemagne.
Gilbert:	L'Autriche.
Gilbert:	Le Portugal.
Gilbert:	Le Danemark.
Gilbert:	L'Italie.
Gilbert:	L'Angleterre.

**Storyboard:
Monsieur et
Madame Univers**

Jean-Paul:	Bonjour et bienvenue à 'Étranger du Monde'. Je m'appelle Jean-Paul.
Hélène:	Je m'appelle Hélène. Le premier étranger s'il vous plaît.
Jean-Paul:	Bonjour. Comment t'appelles-tu?
Gilbert:	Bonjour. Je m'appelle Gilbert.
Hélène:	Tu es de quelle nationalité?
Gilbert:	Je suis ...
Hélène:	Quel âge as-tu?
Gilbert:	J'ai dix ans.
Hélène:	As-tu un animal?
Gilbert:	Oui, j'ai un hamster, un chat et quatre oiseaux.
Hélène:	Merci, Gilbert. Au revoir.
Gilbert:	Au revoir, Hélène, au revoir Jean-Paul.
Jean-Paul:	Le deuxième étranger s'il vous plaît. Bonjour. Comment t'appelles-tu?
JouJou:	Bonjour. Je m'appelle JouJou.
Jean-Paul:	Tu es de quelle nationalité?
JouJou:	Je suis ...
Jean-Paul:	Quel âge as-tu?
JouJou:	J'ai neuf ans
Jean-Paul:	As-tu un animal?
JouJou:	Non, je n'ai pas d'animal.
Jean-Paul:	Merci, JouJou. Au revoir.
Hélène:	Le troisième étranger s'il vous plaît. Bonjour. Comment t'appelles-tu?
Norbert:	Bonjour. Je m'appelle Norbert.
Hélène:	Tu es de quelle nationalité?
Norbert:	Je suis ...
Hélène:	Quel âge as-tu?
Norbert:	J'ai dix-sept ans.
Hélène:	As-tu un animal?
Norbert:	Oui, j'ai une souris.
Hélène:	Merci, Norbert. Au revoir.
Jean-Paul:	Le quatrième étranger s'il vous plaît. Bonjour. Comment t'appelles-tu?
LouLou:	Bonjour. Je m'appelle LouLou.
Jean-Paul:	Tu es de quelle nationalité?
LouLou:	Je suis ...
Jean-Paul:	Quel âge as-tu?

LouLou:	J'ai quinze ans.
Jean-Paul	As-tu un animal?
LouLou:	Oui, j'ai beaucoup de poissons.
Jean-Paul:	Merci, Joujou. Au revoir.
Hélène:	Le dernier étranger s'il vous plaît. Bonjour. Comment t'appelles-tu?
Egbert:	Bonjour. Je m'appelle Egbert.
Hélène:	Tu es de quelle nationalité?
Egbert:	Je suis ...
Hélène:	Quel âge as-tu?
Egbert:	J'ai douze ans.
Hélène:	As-tu un animal?
Egbert:	Oui, j'ai une souris.
Hélène:	Merci, Egbert. Au revoir.
Jean-Paul:	Le gagnant de 'Étranger du Monde' est...

Task 6:2

Storyboard: C'est Quelle Ville?

Gilbert:	Voilà une carte de la France. C'est quelle ville?
Gilbert:	Bordeaux.
Gilbert:	Boulogne.
Gilbert:	Calais.
Gilbert:	Lille.
Gilbert:	Marseille.
Gilbert:	Nice.
Gilbert:	Paris.
Gilbert:	Où habites-tu?
Hélène:	J'habite dans une grande ville, Paris en France.
Gilbert:	Où habites-tu?
Jean-Paul:	J'habite à Calais en France.

Storyboard: Voilà une Carte d'Europe

TV Presenter:	Voilà une carte d'Europe.
TV Presenter:	Je vais à Barcelone. Où vas-tu, Gilbert?
Gilbert:	Moi? Je vais à Berlin.
TV Presenter:	Moi, je vais à Barcelone, Gilbert va à Berlin.

**Storyboard: Où
Vas-tu?**

Gilbert:	Moi, je vais à Londres.
JouJou:	Gilbert va à Londres, moi, je vais à Paris.
Egbert:	Gilbert va à Londres, JouJou va à Paris, et moi, je vais à Berlin.

Task 6:3**Storyboard: La
Boussole**

Gilbert:	Le nord.
Gilbert:	L'ouest.
Gilbert:	Le sud.
Gilbert:	L'est.

Appendix 2 Accents

Inserting Accents into Written French using a Keyboard

Within word, accents can be added by going to Insert – Symbol from the top menu bar and then choosing the character that you require.

Alternatively, the accents can be added by using the numeric keyboard.

Use the numeric keyboard at the far right of the keyboard.

Make sure that the number lock feature is active.

Keep the 'alt' key held down as you enter the numbers.

Character	Character code on numeric keyboard
À	alt+0192
Â	alt+0194
à	alt+0224
â	alt+0226
Ç	alt+0199
ç	alt+0231
È	alt+0200
É	alt+0201
è	alt+0232
é	alt+0233
î	alt+0238
ù	alt+0249

