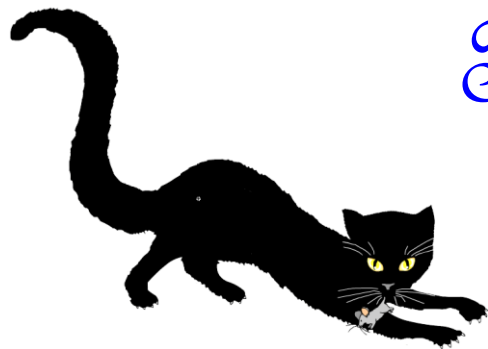


# Le Rat des Villes et le Rat des Champs

Thinking and Learning  
Through



Fables

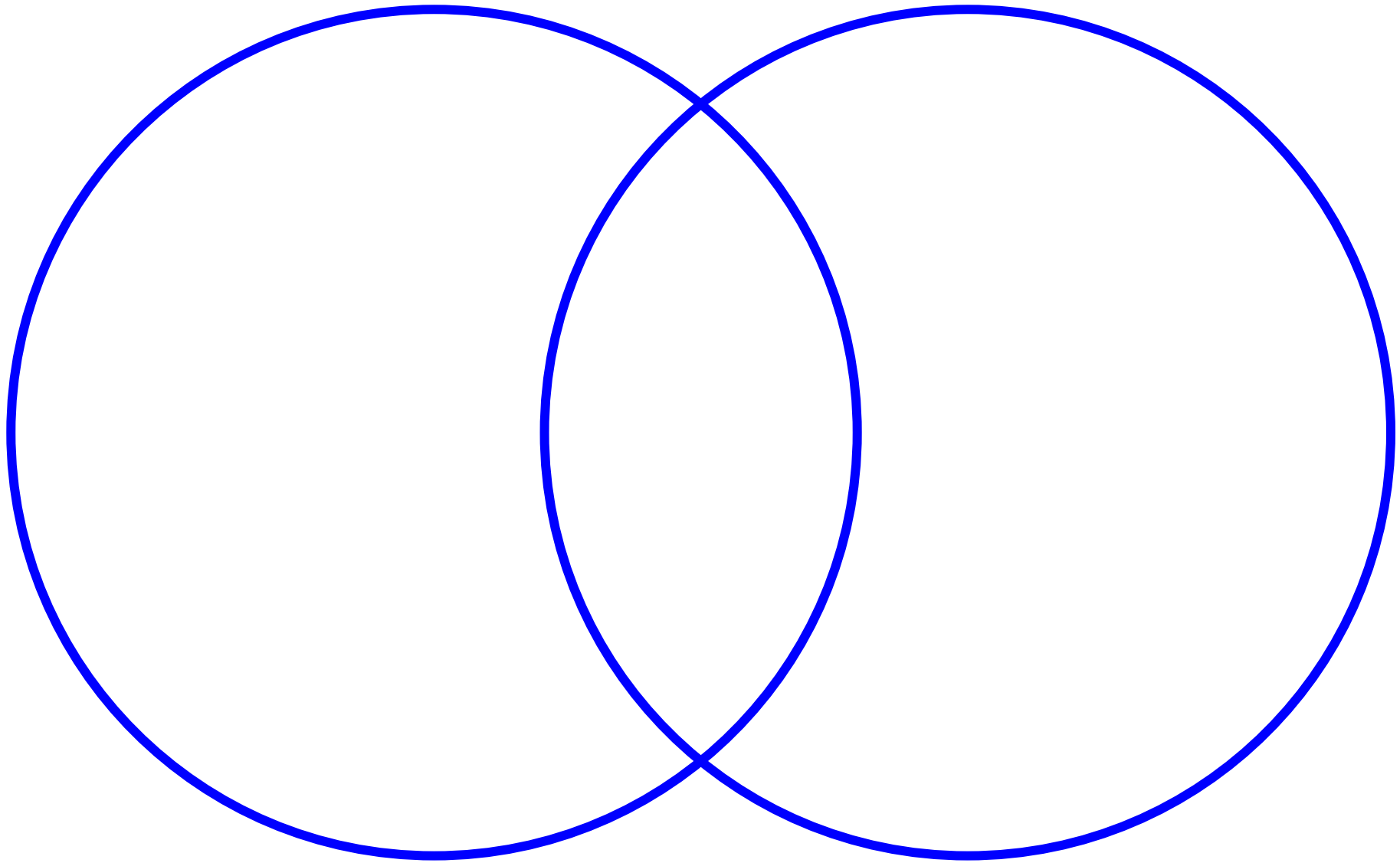
In

Modern Foreign Languages

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1 - La ville et la campagne Venn Diagram	
Purpose	<ul style="list-style-type: none"> <li>To classify adjectival phrases into two groups.</li> <li>To use adjectives to express opinion.</li> <li>To form a simple question in French.</li> </ul>
Links to KS2 framework	<p>6.1 Understand the main points and simple opinions in a simple story, song or passage.</p> <p>6.4 Use spoken language confidently to initiate and sustain conversations and tell stories.</p> <p>Use knowledge of words, text and structure to build simple spoken and written passages.</p>
Prep	<p>Pupils will be working in groups of 3. Each group will need:</p> <ul style="list-style-type: none"> <li>A set of adjective cards</li> <li>A venn diagram</li> </ul> <p>You will also need the language grid later in the lesson to encourage pupils to feedback in French.</p>
Activity 1	<p>Give one set of cards to each group of pupils. Read the phrases aloud and ask pupils to sequence in the order in which they hear them.</p> <p>Explain that these phrases are taken from a story that they will look at shortly. Can pupils predict what the story will be about?</p> <p>Show the title page of the story to the class.</p>
Activity 2	<p>Show the class the first page of the story. Read aloud.</p> <p>Draw on pupils' prior knowledge by inviting them to comment on vocabulary that they recognise.</p> <p>Give a venn diagram sheet to each group. Ask pupils to sort the phrases in the way that makes the most sense to them.</p>
Activity 3	<p>Show pupils the language grid on the Smartboard. Using the grid, ask pupils to come up with other examples of phrases that are relevant to town and country living.</p> <p>Now, ask pupils a question using one of the statements that you have already said but use intonation to make it a question. E.g. 'La campagne, c'est calme?'</p> <p>Pupils deal out the phrase cards equally without looking at them. Pupil A then looks at a card. The rest of the group takes turns to ask a question using a statement with intonation to discover which card the first pupil has. E.g. 'La campagne, c'est simple?'</p> <p>If a pupil gets the wrong answer, pupil A uses the language grid to answer with a negative statement e.g. 'Non, ce n'est pas simple.' Whoever gets the right answer gets to keep that card. The game carries on until each group member has been pupil A.</p>
Plenary	<p>Go back to page 1. Link back to the predictions the pupils made initially. Discuss their understanding of page 1. Read out page 1 again, asking pupils to join in with words and phrases that they know. Pupils work in groups of 3 and read the story out together, each pupil taking the part of narrator or one of the rats.</p>



c'est calme	c'est calme	c'est calme	c'est calme
c'est animé	c'est animé	c'est animé	c'est animé
c'est simple	c'est simple	c'est simple	c'est simple
c'est mystérieux	c'est mystérieux	c'est mystérieux	c'est mystérieux
c'est sûr	c'est sûr	c'est sûr	c'est sûr
c'est passionnant	c'est passionnant	c'est passionnant	c'est passionnant
c'est tranquille	c'est tranquille	c'est tranquille	c'est tranquille
c'est cool	c'est cool	c'est cool	c'est cool
c'est super	c'est super	c'est super	c'est super
c'est intéressant	c'est intéressant	c'est intéressant	c'est intéressant

interjection	article	nom	pronom	neg	verbe	neg	adjectif
	La	ville	c'		est		cool?
Oui,	la	ville	c'		est		cool.
Non,	la	ville	ce	n'	est	pas	cool.

## 2 - Rat rap

### Auditory Map from Memory

Purpose	<ul style="list-style-type: none"> <li>• To recall prior knowledge of French vocabulary.</li> <li>• To build a bank of strategies which are useful when reading French.</li> <li>• To use listening strategies which we are already familiar with.</li> </ul>
Links to KS2 framework	<p>O 6.1 Understand the main points and simple opinions in a simple story, song or passage.</p> <p>L 6.1 Read and understand the main points and some detail from a short written passage.</p> <p>L 6.3 Match sound to sentences and paragraphs.</p> <p>Discuss language learning and reflect and share ideas and experiences.</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set of phrases from the rat rap</li> </ul> <p>You will need the transcript for the rat rap and the photostory.</p>
Starter	<p>Read pages 1 to 5 in the story inviting pupils to comment on words or language structures they recognise.</p>
Activity	<p>Give one set of cards to each group of pupils. Read the phrases aloud in random order and ask pupils to sequence in the order in which they hear them.</p> <p>Now ask pupils to set cards upside down on the table.</p> <p>Each pupil takes it in turns to turn up a card and to read it aloud in French.</p> <p>Ask the groups to look at the phonics in the words on the cards.</p> <p>Explain that one person from each group will come and hear the phrases being read through once.</p> <p>They will return to their group and begin the process of sequencing the phrases in the order in which they were read.</p> <p>Each member of the group has an opportunity to come out and listen to the phrases.</p> <p>On returning to the group, pupils should not touch the cards, but explain to the rest of the group what they recall. Remaining group members may touch the cards.</p> <p>Take feedback</p> <p>Pupils now watch the photostory of the rat rap.</p> <p>Ask pupils to use the phrase cards to create a rap for the photostory.</p>
Debrief	<p>Ask pupils what helped them to carry out this task? Discuss prior knowledge and strategies they already use in listening and reading such as context and cognates.</p> <p>Would the groups change their strategy if they were to do this again?</p>

Je m'appelle le Rat des Champs	La vie en ville c'est animé
J'habite sous un petit buisson	Le Rat des Villes a trop à manger
Pas de bouffe sophistiqué	Confiture, beurre, pain frais
Je ne mange que des grains de blé	Tous les jours un bon dîner
Je suis très content, c'est vrai	Riche, gras, très sucré,
Bonne digestion, toute la journée!	Oh là là, je suis constipé!



### 3 - Les Villes Diamond Ranking

Purpose	<ul style="list-style-type: none"> <li>To describe places in French.</li> <li>To form sentences with a verb to express your opinion.</li> </ul>
Links to KS2 framework	<p>IU 5.2 Recognise similarities and differences between places  O 5.2 Understand and express simple opinions</p> <p>Use knowledge of words, text and structure to build simple spoken and written passages. Apply grammatical knowledge to make sentences.</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>One set of adjective cards</li> <li>A photo sheet of a town or city. (See lesson 3 folder).</li> </ul> <p>A. Each group gets a different town photo sheet which enables them to feed back to other groups about their particular place or;</p> <p>B. All groups get the same town photo sheet to compare the diamond ranking activity.</p> <p>You will also need the language grid used in lesson 1 and the language grid designed for this lesson to display on the Smartboard.</p>
Starter	Read pages 1 to 4 of the story again, concentrating on page 4.
Activity 1	<p>Give each group a set of 15 adjective cards. Ask them to sequence the cards in the order in which you say them.</p> <p>Ask pupils to sort cards into 3 groups: words they know; words they could work out and words they don't know.</p>
Activity 2	<p>If you have used method A from above and given each group a different photo sheet, give them 3 minutes to try to work out which town or city they are looking at without letting other groups know. They are 1-Paris; 2-New York; 3-London; 4-Beijing; 5-Alnwick; 6-Newcastle; 7-Cramlington; 8-Middlesbrough.</p> <p>Explain to the pupils that they need to choose 9 of the 15 adjectives which best describe the town/city on the photo sheet. They have to organise those 9 cards in a diamond (1-2-3-2-1) in order of the adjective which best describes the town/city down to the adjective which least describes the town/city.</p> <p>Show the names of the eight towns and cities on the whiteboard along with two extras that your pupils will be familiar with. Each group feeds back to the rest of the class using <i>c'est + adjective</i>. Other groups have to try and work out which place the group has.</p>
Activity 3	<p>Using the language grid designed for this lesson along with the grid used in the previous lesson, show pupils how to build a sentence to give an opinion. Sentences should start with the phrases '<i>Je pense que/je trouve que/J'imagine que/je crois que...</i></p> <p>Ask other pupils in the class whether they agree.</p>
Debrief	<p>Talk to the class about how they carried out this task. How did they come up with the 9 adjectives from 15, was this democratic? How did they manage disagreement?</p> <p>Which learning will they take away with them today and why? What has stood out to them? What do they need to do more work on? How are they going to do this?</p>

petit	énorme	propre	sale	ancien
moderne	ennuyeux	animé	bruyant	tranquille
charmant	moche	industriel	passionnant	touristique
petit	énorme	propre	sale	ancien
moderne	ennuyeux	animé	bruyant	tranquille
charmant	moche	industriel	passionnant	touristique

Pronom	verbe		pronom	neg	verbe	neg	adjectif
Je	pense	que	c'		est		charmant.
Je	trouve	que					
Je	crois	que					
J	imagine	que					

## 4 - Les Rats Action Charades

Purpose	<ul style="list-style-type: none"> <li>• to make connections</li> <li>• to make decisions</li> <li>• to develop listening skills</li> <li>• to develop memory skills</li> </ul>
Links to KS2 framework	<p>○ 5.3 To listen attentively and understand more complex phrases and sentences</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 set of charade cards</li> </ul> <p>It is advisable to model this activity with whole class initially</p>
Starter	<p>Read to the end of the story drawing on pupils prior knowledge and deductive skills to interpret events.</p>
Activity 1 Level 3 /4	<p>Demonstrate the first sentence by reading it out and asking pupils to suggest an appropriate mime. Practise repetition of phrase. Continue to read out the other sentences allowing the children to demonstrate their understanding by miming.</p> <p>Give each group a set of charade cards and ask them to place them face down on the table.</p> <p>Each pupil takes one card in turn. The group reflect on phonics and pronunciation taking turns to read aloud their card. Continue until groups are confident that they can read the cards correctly.</p> <p>Shuffle the cards and place once again in the middle of the table. Each pupil takes one card in turn and reads aloud. The group mimes accordingly.</p> <p>After each phrase has been mimed, repeat the previous activity but this time the pupil with the card mimes the action while the rest of the group guess the complete phrase. Pupil miming may give clues such as number of words etc.</p>
Activity 2	<p>Ask groups to look carefully at their phrase cards and to decide which word in the phrase is the verb. Can they link the verb on the phrase card to the infinitives on the sheet? Ask groups to complete the columns on the sheet. This will help their understanding of how verbs work in both French and English. Take feedback</p>
Debrief	<p>Ask pupils what they learned about the language through the process. What skills and dispositions did they use? I.e. listening, turn taking</p>

Les rats sont de bons amis.

"Tu viens chez-moi Maxime?"

Jérôme habite sous un petit buisson.

Maxime a faim.

L'herbe sent bon.

Maxime presque vomit.

Jérôme a des doutes.

Il y a beaucoup de bruits.

Il y a beaucoup d'ombres.

Les poubelles sentent mauvais.

Les rats entrent dans le trou dans le mur.

C'est un repas splendide.

Jérôme et Maxime grimpent sur la table.

Maxime rote.

La porte ouvre lentement.

Sauve-toi ! Vite !

Félix bondit avec ses griffes pointues.

« Quelle horreur ! » tremble Jérôme.

« Je vais chez-moi. »

Infinitif français	Infinitif anglais	verbe en phrase	anglais
habiter	to live	habite	lives
entrer			
grimper			
roter			
sauver			
trembler			
aller			
venir			
vomir			
sentir			
ouvrir			
bondir			
avoir			
être			

5 - Jerome et Maxime  
Fact or Opinion

Purpose	<ul style="list-style-type: none"> <li>To distinguish fact from opinion</li> <li>To develop reasoning skills</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>O5.2 Understand and express opinions</li> <li>O6.1 Understand simple opinions in a story</li> </ul>
Preparation	<p>Pupils work in pairs. Each pair will need:</p> <ul style="list-style-type: none"> <li>1 fact or opinion grid per group</li> </ul>
Starter	Read pages 2,3 and 4 together.
Activity 1	<p>Give out fact or opinion grids to pairs</p> <p>Ask pupils to underline the verb in each of the phrases.</p> <p>Ask pupils to link the verbs in the phrases to the infinitives at the bottom of the grid. Can they complete the gaps with the English infinitives.</p>
Activity 2	<p>Ask pupils to take turns in reading each statement aloud.</p> <p>Ask them to decide if each phrase is a fact or opinion and to write an F or an O in the box accordingly.</p> <p>Ask pairs to join with another pair to compare.</p> <p>Invite feedback using "Je pense que c'est un fait/une opinion"</p>
Activity 3	<p>This is a good opportunity to remind pupils of the other pronouns.</p> <p>Write the first phrase on the board "Jerome habite sous un buisson".</p> <p>Ask class what would change if you wanted to say "I live sous un buisson." Continue to ask how you would say you, he, she etc until you have the present tense of the verb on the board</p> <p>J'habite                      Nous habitons          Tu habites                    Vous habitez          Il habite                      Ils habitent          Elle habite                    Elle habite</p> <p>Using that as a model, ask pupils how they would say we discuss, they invite, she eats, sticking to the regular er verbs</p>
Debrief	<p>Ask pupils what skills they employed to reach a decision for each statement. Whose view points did they have to consider?</p> <p>Ask pupils if they found the activity easy. If not, why not? What skills did they need to use? I.e. discussing, justifying explaining, reasoning, deducing bias and reliability, etc.</p>



## Fait ou Opinion



		Fait ou Opinion ?				Fait ou Opinion ?
Jérôme habite sous un buisson.				Les deux cousins discutent.		
Les voitures font beaucoup de bruit.				Maxime n'aime pas les noisettes.		
L'herbe sent bon.				Jérôme mange simplement.		
Le trou est dans le mur.				Les poubelles sentent mauvais.		
Maxime a faim.				Jérôme cherche de la nourriture.		
Maxime invite Jérôme chez-lui.				Le buisson est joli et petit.		
Les rats vont en ville.				Maxime goûte le vieux fromage.		
En ville il y a beaucoup d'ombres.				C'est cool à la campagne.		
1 discuter		2 goûter		3 faire		4 inviter
5 manger		6 habiter		7 sentir		8 chercher
9 aimer		10 avoir		11 aller		12 être



## 6 - Le Festin Map from Memory - Visual

Purpose	<ul style="list-style-type: none"> <li>• to interpret and organise information</li> <li>• to make links between words</li> <li>• to look for patterns</li> <li>• to develop memory strategies</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• O5.4 Remember, retain and recall words</li> <li>• Plan and prepare - analyse what needs to be done to carry out a task.</li> <li>• Pronounce/read aloud unknown words.</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• A blank map</li> <li>• One set of word cards</li> <li>• Language grid relevant to this lesson on powerpoint</li> </ul>
Activity 1	<ul style="list-style-type: none"> <li>• Give pupils the sheet with words from map from memory. Can they make any connections straight away? Pupils should recognise some of the adjectives that match with the food nouns.</li> <li>• Look at the du/de la/de l'/des. Ask pupils what they think they might mean. Encourage discussion about why there are 4 different ways of saying 'some' in French.</li> <li>• Tell pupils that there is one copy of the "map" and that they have to reproduce it, as a group, as accurately as possible BUT tell them that not all of the foods on the list will appear in the map.</li> <li>• Ask groups to give a number 1,2,3 or 4 to each team member.</li> <li>• Team members Number 1 come to look at the map for 10 seconds. They then go back to their groups and tell other members what they can recall. They are not allowed to touch the visuals or phrase cards.</li> <li>• Other group members try to construct the map with a dry wipe pen. Repeat above two stages for each member of the group and for as many times as you deem necessary.</li> <li>• Reveal original map on power point. Ask for feedback on the activity.</li> </ul>
Activity 2	<ul style="list-style-type: none"> <li>• Ask class some questions using Il y a .... with intonation. Introduce the concept of il n' y a pas de.</li> <li>• Using some of the foods that do not appear on the map from memory, can pupils make a sentence to say what is not in the picture.</li> </ul>
Activity 3	Now read pages 5, 6 and 7 together.
Debrief	<ul style="list-style-type: none"> <li>• How well did the groups analyse what needed to be done?</li> <li>• How did groups cope with the words that were unfamiliar to them?</li> </ul>





du	lait	crémeux		du	lait	crémeux
du	pain	frais		du	pain	frais
du	fromage	bon		du	fromage	bon
de la	confiture	poisseuse		de la	confiture	poisseuse
des	biscuits	craquants		des	biscuits	craquants
du	beurre	salé		du	beurre	salé
des	gâteaux	sucrés		des	gâteaux	sucrés
de l'	eau	gaseuse		de l'	eau	gaseuse
de la	pizza	italienne		de la	pizza	italienne

Pronom	neg	pronom	verbe	neg	article		adjectif	nom	adjectif
Il		y	a		du			pain	frais ?
Il	n'	y	a	pas	de			pain	frais

7 - What type of noun?  
Odd One Out

Purpose	<ul style="list-style-type: none"> <li>• to identify similarities and differences</li> <li>• to promote understanding of properties and attributes of words</li> <li>• to develop reasoning skills and knowledge about language</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• KAL Recognise patterns</li> <li>• L 5.3 Write words, phrases and short sentences, using a reference</li> </ul>
Preparation	<p>Pupils work in groups of 2 or 3. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 odd one out grid</li> <li>• 1 copy of fable</li> </ul>
Activity	<p>Read out the words in each column for number 1. Ask pupils to repeat. Ask groups to choose an odd one out and to explain their choice (say why...). Emphasise that there are no right or wrong answer, but that all answers must be explained.</p> <p>Give class 10 minutes to complete the odd one out questions from the grid. Ask one group to read out words in one of the lines from the power point. Ask them to feed back on their choice of Odd One Out. Ask other groups for comments. Repeat the process for the other lines.</p>
Activity 2	<p>Look back at the words used in the original odd one out grid. Ask pupils what kind of words they are i.e nouns or adjectives.</p> <p>When they tell you they are nouns, ask them to justify their answer.</p> <p>Show the powerpoint slide with the 5 senses and some of these nouns. Pupils should take turns to come to the front and draw a line from each noun to the senses that they can associate with that noun. E.g. la table can be seen and touched but not tasted, heard or smelled.</p> <p>Ask pupils whether there are any of these nouns that cannot be matched with any of the senses. E.g. le danger. This is an abstract noun.</p> <p>Go back to the original odd one out grid. Can pupils spot any more answers based on abstract nouns?</p>
Activity 3	<p>Now ask groups to make up their own odd one outs using words or phrases from the story trying to include some abstract nouns</p> <p>Each group should swap with another to fill in the answers. Take feedback.</p>
Debrief	<p>Ask pupils what knowledge about language they discovered during the activity. Ask them how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, justifying etc.</p>

## Cherchez l'intrus

Choisis l'intrus sur chaque ligne et explique ton choix.

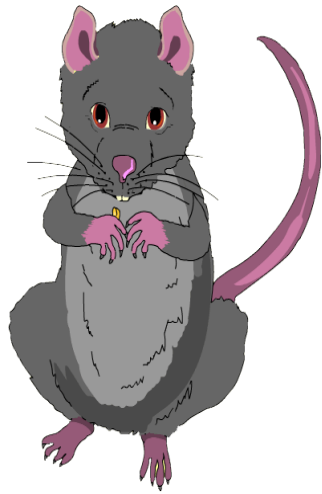
A	B	C	D	POURQUOI?
la campagne	la ville	les rats	les amis	
le buisson	le fromage	la faim	l'herbe	
l'horreur	les gâteaux	les noisettes	les doutes	
la nuit	la peur	les bruits	les personnes	
la table	le repas	le festin	l'appétit	
le danger	la porte	les griffes	la queue	
la chasse	l'hospitalité	le chat	la vitesse	
la paix	les cousins	les grains de blés	le pain	

**A toi ! Now make up some of your own.**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>POURQUOI?</b>



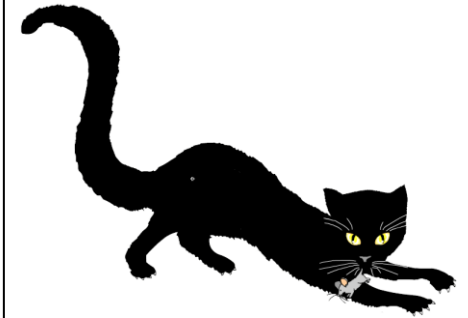
8 - Qui est-ce? Quelle Image?	
Purpose	<ul style="list-style-type: none"> <li>• to make connections</li> <li>• sort, classify and group words</li> <li>• to make deductions</li> <li>•</li> </ul>
Links to KS2 framework	<ul style="list-style-type: none"> <li>• O5.1 Ask and answer questions</li> <li>• L5.2 Make a sentence using word cards</li> <li>• O5.4 Develop and consolidate memorisation skills</li> <li>• O5.4 Remember, retain and recall words</li> <li>• O6.4 Use spoken language confidently to initiate conversations</li> </ul>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <ul style="list-style-type: none"> <li>• 1 picture sheet</li> <li>• 1 set of phrases</li> <li>• 1 copy of the fable</li> </ul>
Activity 1	<ul style="list-style-type: none"> <li>• Give out phrase cards and ask groups to sequence them in the order in which you say them.</li> <li>• Now ask them to shuffle the cards and to distribute evenly among group members face down.</li> <li>• Give out the pictures of le Jérôme, Maxime and Félix. Taking turns each group member turns over his top card, saying it aloud and placing it on one of the pictures. The group then discusses whether or not they agree.</li> </ul>
Activity 2	<ul style="list-style-type: none"> <li>• As a class discuss the concept of abstract nouns based on the work done in the Odd One Out lesson.</li> <li>• Ask pupils to remove the common nouns from the phrase cards.</li> <li>• Go through each page of the story. Can pupils assign an appropriate abstract noun to each page?</li> </ul>
Activity 3	<ul style="list-style-type: none"> <li>• Each group should choose one of the abstract nouns on the table in front of them.</li> <li>• On a blank sheet of paper, the abstract noun is written in the middle. Each group member draws a picture to represent that noun. The story can be used to help.</li> <li>• When groups are finished, look as a class at the finished sheets.</li> </ul>
Debrief	<p>Ask groups how hard they found drawing something to represent the abstract noun. Point out that it is not always possible to draw an abstract noun but you can usually draw something to represent it. Ask pupils what they learned and how they learned it. What skills did they use? I.e. listening, reasoning, etc. What dispositions did they need? i.e. turn taking.</p>



Jérôme, le rat des  
villes



Maxime, le rat des  
champs



Félix, le chat

la faim	l'horreur	la faim	l'horreur
les doutes	la peur	les doutes	la peur
l'amitié	la gourmandise	l'amitié	la gourmandise
le danger	la chasse	le danger	la chasse
l'hospitalité	la paix	l'hospitalité	la paix
la vitesse	la campagne	la vitesse	la campagne
la décision	le désir	la décision	le désir
les noisettes	les gâteaux	les noisettes	les gâteaux
la ville	les griffes	la ville	les griffes
la queue	le bruit	la queue	le bruit

## 9 - Role play

Purpose	<ul style="list-style-type: none"> <li>• to sort, classify and group words</li> <li>• to articulate precisely reasoning process</li> <li>• to make links between words</li> <li>• to develop language learning strategies and knowledge about language</li> </ul>
Links to KS2 framework	<p>O5.1 Use tone of voice and gesture to help convey meaning</p> <p>O5.4 Prepare a short presentation on a familiar topic</p>
Preparation	<p>Pupils work in groups of 3 or 4. Each group will need:</p> <p style="padding-left: 40px;">1 copy of the role play and 1 language grid</p>
Activity 1	<p>Display role play on the board and read out using lots of intonation and expression. Do not translate.</p> <p>Give out role play sheets.</p> <p>In groups of 4 ask pupils to practise the role play using lots of expression. Ask them to point to indicate which role they are playing.</p> <p>Get all the narrators to practise their lines together, focusing on pronunciation and intonation. The two rats and the cats do the same with others playing the same role.</p> <p>When groups perform role plays encourage other groups to rate the performances according to pre agreed criteria such as pronunciation, intonation etc.</p>
Activity 2	<p>Ask groups to work out what the underlined words mean.</p> <p>With the help of the class, write the verb table for aller on the whiteboard. This should be possible based on prior work done with 'Les souris courageuses' when verb tables were used for avoir and être.</p> <p>Invite feedback on underlined words in the script and complete the English verb table next to the French.</p> <p>Ask what tense the verb is in? How can pupils explain their answer?</p> <p>Compare aller to a regular 'er' verb. What are the differences?</p> <p>Use the Kagen flashcard activity to help pupils remember the present tense of aller.</p>
Activity 3	<p>Display the language grid and ask groups to make up sentences by completing the gaps using the present tense of aller.</p> <p>Discuss their understanding of the preposition à. Why does it change? What causes it to change? Compare to de from the map from memory lesson.</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, deducing, justifying etc.</p>

Narrator	Voici les deux cousins, le rat des villes et le rat des champs. Ils sortent d'une maison et <u>ils vont</u> dans le jardin.
Jérôme	<u>Tu vas</u> où Maxime ?
Maxime	<u>Je vais</u> en ville pour manger le festin ! Tu viens Jérôme ?
Jérôme	Non, <u>je vais</u> à la campagne parce que je préfère le calme.
Narrator	<u>Félix va</u> aussi dans le jardin. Il cherche les deux cousins.
Félix	<u>Ils vont</u> où les rats ? J'ai faim !
Maxime	Ah non Jérôme, viens avec moi! <u>On va</u> en ville. <u>Nous allons</u> manger un bon repas !
Jérôme	D'accord Maxime.
Narrator	<u>Les deux rats vont</u> en ville, mais Maxime voit le grand chat noir !
Maxime	Regarde Félix ! <u>Il va</u> aussi en ville. Quelle horreur !
Félix	Bonjour messieurs, <u>vous allez</u> où exactement ?
Narrator	Jérôme a une bonne idée.
Jérôme	<u>Nous allons</u> chez-moi, à la campagne, Monsieur Félix. <u>Vous allez</u> à la campagne aussi ?
Felix	Miao. Peut-être.
Narrator	Félix va à la campagne.
Maxime	Vite Jérôme, on va par ici !
Narrator	<u>Maxime et Jérôme vont</u> chez Maxime pour manger bien ensemble.

pronom	neg	verbe	neg	prep		nom
je				à	la	maison.
		vas		au		bois
il				a	l'	hôpital.
	ne	va	pas	à		piscine.
on					la	rivière.
nous		allons	pas	au		supermarché.
	n'				l'	hôtel.
		vont		au		cinéma.
elles			pas			stade.

10 - Aller  
Kagen's flashcard activity

Purpose	<p>To develop memory strategies To encourage positive and supportive pair work To learn the present tense of aller</p>
Links to KS2 framework	<p>O.5.4Remember, retain and recall words and phrases</p>
Preparation	<p>Print out the flashcards back to back (French on one side, English on the other).</p>
<p>Activity Level 3</p>	<p>Students work in pairs. In Round 1, student <b>Number 1</b> acts as 'teacher' and <b>Number 2</b> acts as 'pupil'. <b>#1</b> shows the cue to <b>#2</b> and then shows the 'answer'. He then turns the card around to show the cue again and asks <b>#2</b> for the 'answer' from short term memory. If it's correct, <b>#1</b> praises the effort and hands the card to <b>#2</b>, if it is incorrect, then <b>#1</b> provides lots of hints or reminders of some sort. If, on the second attempt the answer is insufficient, then the card is returned to the back of the stack in <b>#1's</b> hand. When <b>#2</b> wins back all of the cards he can, then 'teacher' and 'pupil' roles are switched. In Round 2, <b>#1</b> shows <b>#2</b> the cue side of the card only and not the answer side. <b>#2</b> is now working from long-term memory. This time, if answers are incorrect, only a few hints are given. In Round 3, no hints are given and the cue may be spoken rather than shown on the card.</p> <p>* Cards are stored as 'memorised', 'in progress' and 'yet to be learned,</p>
Activity 2	<p>Read through the story together looking for examples of the verb aller.</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, deducing, justifying etc.</p>

Comment  
ça se dit en français  
" to go"?

Comment  
ça se dit en français  
« I go » ?

Comment  
ça se dit en français  
« You go » ?

Comment  
ça se dit en français  
« He goes » ?

Comment  
ça se dit en français  
« She goes » ?

Comment  
ça se dit en français  
« We go » ?

Comment  
ça se dit en français  
« They go » ?

Comment  
ça se dit en français  
« I am not going... » ?

Comment  
ça se dit en français  
« She is not going ... » ?

Comment  
ça se dit en français  
« I am going to town » ?



Ça se dit  
« Je vais ».

Ça se dit  
« aller ».

Ça se dit  
« Il va ».

Ça se dit  
« Tu vas  
ou  
vous allez ».

Ça se dit  
« Nous allons ».

Ça se dit  
« Elle va ».

Ça se dit  
« Je ne vais pas... ».

Ça se dit  
« Ils vont  
ou  
elles vont ».

Ça se dit  
« Je vais en ville ».

Ça se dit  
« Elle ne va pas... ».

## 11 - Estate Agent Mystery

Purpose	<p>To articulate the reasoning process          To use evidence to come to a decision          To work effectively as part of a team</p>
Links to KS2 framework	<p>IU 5.2 Recognise similarities and differences between places          L 5.1 Read a variety of short texts</p>
Preparation	<p>Pupils work in groups of 3 or 4.          Each group will need:</p> <ul style="list-style-type: none"> <li>• E-mail to Maxime (see lesson 10 folder for email attachment)</li> <li>• Jérôme's list of needs</li> <li>• Maxime's list of needs</li> </ul>
Activity	<p>Tell the class that Maxime and Jérôme have decided that they would like to live in the same house but that they cannot decide where they should live. A local mouse estate agent has e-mailed Maxime with a list of available properties.</p> <p>Show the email from Elodie to Maxim on ppt and give out email attachment. Pupils should first look at this as a group and discuss which property would be most suitable. Each house is already inhabited by humans and sometimes other animals.</p> <p>Hand out the lists of needs for both rats. Pupils must take these wants and needs into account when deciding which property the rats will live in. As a class feedback on which property is the most suitable. Some groups may have different opinions but they must justify their answers. After all groups have given their choice of property, show the second e-mail from Maxime to Elodie to the class. This explains which house they have chosen and why.</p>
Debrief	<p>Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? I.e. discussing, explaining, reasoning, deducing, justifying etc.</p>



J'adore les fermes,  
beaucoup de grains  
de blés, miam,  
miam.

J'ai peur des  
enfants. Ils  
font trop de  
bruit.

Je ne vais pas  
habiter avec  
un chat!!!



Je veux habiter  
près d'une  
rivière.

Je n'aime pas  
les maisons  
sans jardin.

Je pense que les  
appartements sont  
moches – trop  
d'escaliers

## MFL KS2 Framework for year 5

Pupils should have opportunities

Oracy	Literacy	Intercultural Understanding	Knowledge about Language	Language Learning Strategies
<p><b>O5.1</b> To prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> <li>Focus on correct pronunciation and intonation</li> <li>Ask and answer questions</li> <li>Use tone of voice and gesture to help to convey meaning</li> </ul> <p><b>O5.2</b> To understand and express simple opinions</p> <p><b>O5.3</b> To listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> <li>Understand the main points from speech which includes unfamiliar language</li> </ul> <p><b>O5.4</b> Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> <li>Develop and consolidate memorisation skills</li> <li>Remember, retain and recall words and phrases</li> </ul>	<p><b>L5.1</b> To re-read frequently a variety of short texts</p> <ul style="list-style-type: none"> <li>read fiction and non-fiction texts</li> </ul> <p><b>L5.2</b> To make simple sentences and short texts using written word cards</p> <ul style="list-style-type: none"> <li>understand that the order of words in a sentence influences the meaning</li> <li>make a sentence using single word cards</li> <li>make short texts using word and phrase cards</li> </ul> <p><b>L5.3</b> To write words, short phrases and short sentences, using a reference</p>	<p><b>IU5.1</b> To look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> <li>Arouse interest in aspects of everyday life of children in different countries</li> <li>Reflect on cultural issues using imagination to understand other people's experiences</li> </ul> <p><b>IU5.2</b> To recognise similarities and differences between places</p> <ul style="list-style-type: none"> <li>To identify geographical features of contrasting locality</li> <li>To learn about buildings and places in different countries</li> </ul> <p><b>IU5.3</b> To compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> <li>To learn about symbols representing their own country</li> <li>To learn about symbols and products from another country</li> </ul>	<p>Recognise patterns in simple sentences</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Appreciate that different languages use different writing conventions</p> <p>Recognise the typical conventions of word order in the foreign language</p> <p>Understand that words will not always have a direct equivalent in the foreign language</p> <p>Notice different text types and cope with authentic texts</p>	<p>Discuss language learning and reflect and share ideas and experiences</p> <p>Use actions and rhymes to aid memorisation</p> <p>Ask for repetition and clarification</p> <p>Use context and previous knowledge to help understanding</p> <p>Practice new language – speaking aloud or silently, speaking with a friend</p> <p>Practice new language outside the classroom</p> <p>Plan and prepare – analyze what needs to be done to carry out a task</p> <p>Use a word or phrase and reflect and share ideas and experiences</p> <p>Look and listen for visual and aural clues</p> <p>Apply grammatical knowledge to make sentences</p> <p>Use a dictionary or a word list</p> <p>Pronounce / read aloud unknown words</p>