

# La Petite Presse



## La Petite Presse February – April 2010

Page(s)	Article	Language points	Interactive CD	Lesson Plan
2	<i>Un grand théâtre</i> – giant puppets take to the streets of Nantes (see <b>Culture file</b> )	• Synonyms for big and small		
3	<i>Les infos</i> – celebrating Chinese New Year... and panda-dancing in Guadeloupe!	• <i>Mon signe chinois</i> • <i>Le Nouvel An</i> • Animal names • Body parts	<b>Activity 1</b> Type in the name of the animal to reveal the whole picture. <b>Activity 2</b> Choose the features to make your own mask	
4 & 5	« <i>La princesse et la grenouille</i> » - a story set in New Orleans, where French is widely spoken (see <b>Culture file</b> , page 3)	• Words which end in <i>-eau</i> • <i>Faire les courses</i> • Shop names • <i>J'achète, je lis, je bois, je fais une excursion</i>		
6 & 7	<i>Marie Marchand-Arvier</i> – only the best food will help Marie win her Olympic Gold Medal for downhill skiing	• Shop names • Food names • <i>Je suis un(e)</i> • <i>Qu'est-ce que tu aimes?</i>	<b>Activity 3</b> Put the food in the right bag	30 mins each page 2 page 3
8 & 9	<i>Pâques à Petit Pont</i> – in this comic story, Céline goes shopping for eggs.		<b>Activity 4</b> Listen and select the correct phrases for the comic story.	
10	<i>La saison du carnaval à Nice</i> – which activities take place during the day, and which at night? (see <b>Culture file</b> , page 4)	• <i>Le jour, la nuit</i> vocabulary		30 mins page 4
11	<i>Je décore un œuf de Pâques</i> – why not make your own Easter egg?	• Imperatives		
12	<i>Le jeu de Petit Pont</i>	• Vocabulary game		

KS2 – Food & drink  
KS2 – Going shopping: pronouns

KS2 – Night and Day

All our lesson plans have been linked to the **National Framework for Languages** strands of Oracy, Literacy, Intercultural Understanding (IU), Knowledge about Language (KAL) and Language Learning Strategies (LLS).

### Culture file

#### La compagnie Royal de Luxe

Royal de Luxe is a French mechanical marionette street theatre company, founded in 1979 by Jean Luc Courcault. Based in Nantes, the company has performed around the world. In recent years, they have created a series of spectacular shows involving giant figures as big as 11 or 12 metres high. Shows are simple – the animal or giant arrives in town and lives its life, going about its business for a few days. Interactions take place between passers-by and the performance. By the end of the performance, huge crowds gather daily to watch the latest episode in the life of the visiting creature. Check out the pictures from when Royal de Luxe came to London!

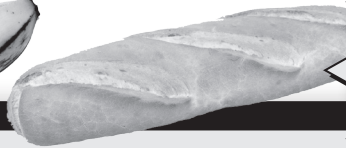
[www.thesultanselephant.com/gallery/gallery.php](http://www.thesultanselephant.com/gallery/gallery.php)



### Learning objectives

**Oracy:** to perform simple communicative tasks using short sentences

**Literacy:** to recognise some familiar words in written form



KS2 -  
La Nourriture

### Target vocabulary

- *Qu'est-ce que vous désirez ?*
- *Je voudrais ... s'il vous plaît*
- *Une baguette, une saucisse, une banane, du saumon, du camembert*



**Previous knowledge** None required

Time	Teaching activity	Resource(s)
<b>Introduction</b> 5 min	<ol style="list-style-type: none"> <li>1 Introduce the new food names above. First, stick flashcards of the above food items on the board and check the children understand what the food is.</li> <li>2 Now point to each food item and say its name in French. Children to repeat each word several times after you. Try using silly voices – squeaky, tired, thirsty etc.</li> <li>3 Continue until the children can say the words independently when you point at the pictures</li> <li>4 Explain you are going to learn how to ask for the food in a shop. Introduce the question <i>Qu'est-ce que vous désirez ?</i> - children to reply with the different food items <i>Je voudrais une baguette...s'il vous plaît</i></li> </ol>	5 flashcards with quick sketches of the food items listed above
<b>Main Activity 1</b> 10 min	<ol style="list-style-type: none"> <li>1 Play Pass it On. Children form 3 lines. The child at the front pretends to be a shopkeeper, turns to their neighbour and asks <i>Qu'est-ce que vous désirez ?</i></li> <li>2 The next child pretends to be the customer, replying <i>Je voudrais .....s'il vous plaît</i>, choosing one of the food items they have just learned.</li> <li>3 Each child gives their chosen answer, then passes on the question to the next child.</li> </ol>	
<b>Main Activity 2</b> 10 min	<ol style="list-style-type: none"> <li>1 Play Syllable Jigsaw. Explain to the children that they don't need to learn how to spell the words perfectly, but it would be fun for everyone to have a go at this game.</li> <li>2 Draw a line down the middle of the board. Using the new food words, write half the word on each side of the line, eg <i>sau-</i> on one side and <i>-mon</i> on the other, mixing the beginnings and endings of the words.</li> <li>3 Point to the first half of each word. Children to find the other half, write the whole word on their whiteboard then show it. Check each spelling together before moving on.</li> </ol>	
<b>Plenary</b> 5 min	Play Kim's Game. Put all of the flashcards on the board except one. Ask the children <i>Qu'est-ce qui manque ?</i> All children to whisper their answer, in French, at once. Now reveal the card, saying aloud the answer. Ask the children to repeat the answer and put their thumbs up if they were right. Continue the game, hiding different cards.	

### C'est carnaval

Il fait beau ! Où vas-tu ?  
Tout le monde est dans la rue !  
C'est marrant ! C'est génial !  
C'est car - car - carnaval !

De midi à minuit,  
On fait la fête, jour et nuit !  
C'est marrant ! C'est génial !  
C'est car - car - carnaval !

Regardez les enfants.  
Ils adorent les géants !  
C'est marrant ! C'est génial !  
C'est car - car - carnaval !  
C'est marrant ! C'est génial !  
C'est car - car - carnaval !

### Song

**Learning objectives**

**Oracy:** to re-use familiar vocabulary & structures in new contexts

**Literacy:** to re-read frequently a variety of short texts

**Target vocabulary**

*J'achète, tu achètes, il / elle achète, nous achetons, vous achetez, ils / elles achètent*

**Previous knowledge**

Une baguette, une saucisse, une banane or any 3 food items with which you are sure the children are confident using



Time	Teaching activity	Resource(s)
<b>Introduction 5 min</b>	<ol style="list-style-type: none"> <li>Does anyone know what a pronoun is? What pronouns can the children think of in English? Write these on the board</li> <li>Can children translate pronouns into French? Write these on the board by their English counterparts. NB I can be <i>je</i> or <i>j'</i> depending if a vowel or consonant follows. <i>Vous</i> and <i>elles</i> will need explanation as there is no English counterpart. <i>On</i> has been left out to simplify this introduction to pronouns.</li> <li>Write up the conjugation of <i>acheter</i> on the board (above), read aloud a few times together and check children understand – explain that they will get plenty more practice, so not to worry if it seems hard.</li> </ol>	
<b>Main activity 20 min</b>	<ol style="list-style-type: none"> <li>Play the post-it note game. Write on the board <i>j'achète une banane</i>. Now cover <i>j'</i> with a post-it note. What else could you write in its place? Children to suggest alternate pronouns. What if you covered <i>banane</i>? What part of speech is it? (noun) What could replace it? Children to think of items they could buy in a shop .</li> <li>Explain to the children that they are going to play shop. Have the 3 flashcard cards out on a table at the front of the class, with a chair behind the table. Ask for a volunteer. Point to <i>j'achète</i>. The child's job is to act out buying a flashcard item, saying <i>j'achète une banane / baguette / saucisse</i>. The volunteer must always say the sentence, but can get other children to help – in this case, a friend may pretend to be the shopkeeper.</li> <li>Now choose another child, point to <i>il achète</i>. In this case, the volunteer chooses a shopkeeper &amp; a boy, who will pretend to buy something. The volunteer will say <i>il achète une baguette / banane / saucisse</i>.</li> <li>Repeat this process with all of the pronouns at random. Note that for <i>tu / vous</i>, the child will need to play shopkeeper and get another child to come and buy items. Involve the rest of the class by asking <i>Is s/he right?</i> Children to show thumbs up or down, come out and help if need be. Children then repeat the sentence after the volunteer.</li> </ol>	Sketches on card of a baguette, a sausage and a banana or any 3 food items with which you are sure the children are confident
<b>Plenary 5 min</b>	Using the above model eg pronoun + acheter + <i>une banane / baguette / saucisse</i> , children to work in pairs: one child mimes a sentence, the other must guess what the first child said.	

**Culture file**

**The French Quarter of New Orleans** New Orleans, famed for its jazz and seafood-based cuisine, was founded by the French in 1718 and became the capital of French Louisiana in 1722. The town's characteristic grid-plan streets and colourful, balconied buildings were built with great difficulty due to dense forest, hurricanes and mosquitoes. New Orleans has always been a melting pot of people from different countries. At the time of its foundation, the only language of New Orleans' white population was French. However, black people spoke French-based creole and native Americans also spoke their own languages. The New Orleans phrase *Laissez les bons temps rouler* is English transposed into French – let the good times roll – and still widely used in New Orleans today, especially round Mardi Gras time.

**Learning objectives****Literacy:** to write sentences using a model**Oracy:** to understand sentences**Target vocabulary***Pendant la journée..., mais pendant la nuit...***Previous knowledge**

None required



KS2 -  
Night and  
Day

Time	Teaching activity	Resource(s)
<b>Introduction</b> 10 min	<ol style="list-style-type: none"> <li>1 Working in pairs with bilingual dictionaries, ask the children to translate 2 of the following sentences: 1,2,4,5,6 &amp; 9. Make sure that all sentences are being translated.</li> <li>2 Ask the whole class to read the first sentence aloud together. Pay attention to pronunciation - children to repeat after you any tricky bits.</li> <li>3 Ask a volunteer pair to suggest a translation – do the rest of the class agree?</li> <li>4 Repeat this process with the rest of the sentences.</li> </ol>	<p><i>La Petite Presse</i>, p.10</p> <p>Bilingual dictionaries, enough for 1 between 2</p>
<b>Main Activity</b> 15 min	<ol style="list-style-type: none"> <li>1 Ask a child to act out one of the sentences they have just translated. The rest of the class must guess which sentence the child is acting out. When someone has an idea which it might be, they should say the whole sentence out loud.</li> <li>2 Write on the board <i>Pendant la journée</i>, leave a gap and then write <i>mais pendant la nuit</i>, leaving a gap before the full stop.</li> <li>3 Translate these phrases together. Ask children where the sentence the child acted out (in point 1, above) should go, and write it on the board. Make a deliberate mistake and see who can correct it.</li> <li>4 Repeat this process for 2-3 further sentences.</li> <li>5 Children to move on to play charades in pairs, taking turns to act out their chosen sentences &amp; guess / say aloud their answers.</li> <li>6 Finally, children to have a go at writing 1 or 2 sentences of their own, using the model.</li> </ol>	
<b>Plenary</b> 5 min	Quickly separate the class into 2 teams, which will take turns to play. A child from 1 team mimes their entire sentence ( <i>Pendant la journée... mais pendant la nuit ...</i> ) A child from the other team must decide and say aloud which sentence the child is miming. Award 2 points for a full sentence and 1 point for half a sentence guessed correctly.	

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All the Internet sites mentioned in this issue have been thorough checked by our editors at the time of going to press. However, Internet sites do change content, often without prior notice. Unfortunately, we cannot be responsible for possible subsequent alterations.

**Culture file**

**Le carnaval de Nice** The biggest winter event on the Côte d'Azur will take place for the 126th time this year in Nice. The first written reference to a carnival in Nice dates back to 1294. Then, as now, the local population ate rich food, drank and were merry in preparation for Lent. Carnival was traditionally a time of raucous behaviour, when people ignored the usual rules of social and moral conduct. They would mock their leaders, dressing up in ever more elaborate costumes and masks. The theme of this year's carnival is "King of the Blue Planet" and promises to take a satirical, yet beautiful look at environmental themes and saving the planet. All the latest info is available on the official website: [www.nicecarnaval.com](http://www.nicecarnaval.com)