





# La Petite Presse



## La Petite Presse September–November 2009

Page(s)	Article	Language points	Interactive CD	Lesson Plan
3	<i>Les infos</i> – learn about SpongeBob Squarepant's birthday	• <i>Bon anniversaire!; quel âge as-tu?</i>		
4 & 5	« <i>G-Force</i> » – meet the band of secret agent animals starring in the latest Disney film	• Colours • Introductions / descriptions		
6 & 7	<i>Joue avec Drogba</i> – get the lowdown on this popular footballer (see <b>Culture file</b> )	<i>Introductions / personal details</i>		Time: 30 mins 
8 & 9	<i>Un concours à Petit Pont</i> – in this comic story, the children hold a paper aeroplane contest to win a prize	Competition vocabulary: <i>j'ai gagné; c'est pas mal; prix; gagnant; c'est (pas) vrai; on fait un concours de...</i>	<b>Activity 1</b> Listen and match the correct phrase to the ones written in the comic story	
10	<i>Les sacs d'école sont-ils trop lourds?</i> – a look at the statistics behind the debate (see <b>Culture file</b> )	• Numbers / quantity – <i>ça fait ...</i> • School vocabulary	<b>Activity 2</b> Different coloured schoolbags. Identify the right bag before the bell goes <b>Song</b> <i>Mon sac est trop lourd</i>	Time: 30 mins 
11	<i>Un carnaval dans le ciel</i> – La Coupe Icare is an annual feast of aeronautics (see <b>Culture file</b> )	Numbers & colours	<b>Activity 3</b> Find the pairs of things that rhyme eg: bleu/yeux <b>Activity 4</b> Make a monster. Quelle couleur? <i>Où habite-t-il?</i>	Time: 30 mins 
12	<i>Le jeu Petit Pont</i>	Classroom objects		

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).

### Mon sac est trop lourd !

#### Verse 1

Mon sac est trop lourd !  
Je suis fatigué !  
J'ai beaucoup de livres,  
Et tous mes cahiers !

#### Verse 2 ...

J'ai mon dictionnaire  
Et tous mes cahiers !

#### Verse 3...

J'ai mon dictionnaire,  
J'ai tous mes crayons  
Et tous mes cahiers !

#### Verse 4 ...

J'ai mon dictionnaire,  
J'ai tous mes crayons,  
Et puis j'ai ma trousse  
Et tous mes cahiers !

#### Verse 5 ...

J'ai mon dictionnaire,  
J'ai tous mes crayons,  
Et puis j'ai ma trousse,  
Mon classeur aussi  
Et tous mes cahiers !



### Learning objectives

**Oracy:** to listen attentively, repeating words and phrases modelled by the teacher (numbers)

**IU:** to identify social conventions at home and in other cultures (*le cartable*)

### Target vocabulary

• *zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix*

• *le cartable, le dictionnaire, le classeur, le livre, la trousse...fait combien?*

• *ça fait deux kilos*

NB the focus is on using the numbers in the context of the given phrase, rather than memorising the classroom vocabulary, which should be revisited

**Previous knowledge** numbers 0-10

KS2 –  
Numbers

Time	Teaching activity	Resource(s)
<b>Introduction</b> 10 min	<ol style="list-style-type: none"> <li>1 Look together at page 10 of LPP. Notice Lucien's schoolbag, and all the things he carries in it. Do children at British schools have as much to carry? See <b>Culture file</b> for current discussion in France about the problems heavy schoolbags can cause.</li> <li>2 Explain that you are going to look at numbers in the context of weight. Revise numbers – count forwards and backwards to 10 in French a couple of times, pointing at the number line</li> <li>3 Ask children to close their eyes and listen carefully. Drop beans (coins, anything noisy enough!) in a jar or tin, 1 at a time. Ask <i>Ça fait combien ?</i> Children to answer with the number of beans they heard you drop <i>un, deux</i> etc.</li> </ol>	<p><i>La Petite Presse</i>, page 10</p> <p>Jar or tin 10 beans or coins</p>
<b>Main Activity</b> 10–15 min	<ol style="list-style-type: none"> <li>1 Produce the following objects, and place them on a table for children to see. Children to repeat after you the name of each object: <i>le cartable; le dictionnaire; le classeur; le livre; la trousse</i>. Lift the objects in a different order, children to repeat vocabulary until they are fairly confident, putting them in order.</li> <li>2 Explain that children are going to have a go at guessing the weights of the objects, matching them to labels. The weights are not correct, because it's only a game to help practice numbers in French. The main thing is to think about which object is heaviest and which is lightest.</li> <li>3 Now show the labels 1kg – 5kg. As you show each label, ask <i>Ça fait combien ?</i> Children to answer <i>Ça fait un, deux... kilo(s)</i>. Can they work out what these phrases mean? Translate together.</li> <li>4 Hold up different objects, asking <i>le cartable, le dictionnaire, le classeur... - ça fait combien ?</i> Children to answer in chorus, each saying the answer they think it might be, using the phrase <i>Ça fait un, deux... kilo(s)</i>.</li> <li>5 Ask the same question, with individual children to come to the front, feel the weight of the objects and place a label with each object. Ask the rest of the class <i>Vous êtes d'accord ?</i> Children to hold up fingers to show how many kg they think the object weighs. Check answers together, eg matching 1kg to the lightest object up to 5kg to the heaviest.</li> <li>6 In pairs, children practise the new vocabulary. 1 partner says <i>Ça fait un, deux... kilo(s)</i>, the other replies <i>le classeur</i> etc pointing at the object (or simply pointing)</li> </ol>	<p>Exercise books / paper and (coloured) pencils for drawing</p>
<b>Plenary</b> 5 min	<p>Model mouthing numbers <i>zéro, un, deux, trois</i> etc silently, children to guess which number you said. Children to have a go at this game in pairs.</p>	

### Culture file

**Le Poids du Cartable** French school-children carry their schoolbags from the start of primary school (age 6). They are used more like secondary-school children's bags in the UK, containing folders, some textbooks and other resources. While on one hand, this promotes a sense of independence and responsibility for one's own affairs, on the other, it has led to concerns over health. While it is officially recommended that schoolbags should weigh no more than a tenth of the child's weight, in recent years, they are becoming increasingly heavy. Children are advised to pack their bags each evening, carefully checking they are not carrying anything they don't need. Trolley bags are also used to help protect against back complaints.

## Learning objectives

**Oracy:** to prepare & practise a simple conversation, reusing familiar vocabulary and structures in new contexts

**Literacy:** to write words, phrases and short sentences, using a reference

## Target vocabulary

- Question & answer structure *Quel(le) est... ?*  
*La/le/ma/mon..., c'est...*
- *la date de mon / ton anniversaire*
- *mon / ton nom de famille*
- *mon / ton pays d'origine*

KS2 –  
Asking  
questions /  
introducing  
oneself

## Previous knowledge

Basic introductions; dates (if you haven't covered dates yet, you could skip past children individually answering *Quel(le) est la date de ton anniversaire ?*)

## Resources

- pens for children
- bilingual dictionaries



Time	Teaching activity	Resource(s)
<b>Introduction</b> 5 min	<ol style="list-style-type: none"> <li>1 How many ways can the children find to say "hello!" in English. How many ways can they ask where someone lives? Notice some differences in context / meaning (would you say "good morning" or "hi" to the head teacher in assembly?) Explain that the better you know a language, the more ways you can say the same thing.</li> <li>2 Tell the children that you are going to look at a new way of asking questions. Look together at pages 6 &amp; 7. Can the children see a word which begins most of the questions? - <i>Quel(le)...</i> ?</li> </ol>	<i>La Petite Presse</i> pages 6 & 7
<b>Main activity</b> 20 min	<ol style="list-style-type: none"> <li>1 Go through each of the <i>Quel(le)...</i> ? questions together, reading and repeating to check pronunciation, then asking the children if they can work out the meaning by looking for clues on pages 6 &amp; 7.</li> <li>2 As you go, draw a symbol on the board for each question, eg a birthday cake for <i>la date de mon / ton anniversaire</i>; a map for <i>pays d'origine</i> and the name Drogba for <i>nom de famille</i>.</li> <li>3 In pairs, children quickly have a go at matching these questions to the adjoining answer boxes – check together.</li> <li>4 Have the children practise the questions &amp; answers in chorus by pointing to each of the 3 symbols as a prompt and drilling the new structure.</li> <li>5 Ask a child <i>Quel est ton nom de famille?</i> Child to answer <i>mon nom de famille, c'est...</i> Model asking and answering the 3 questions with a few children. Encourage children to use dictionaries to find words they are unsure of (words for their home countries, for example).</li> <li>6 Children to work in pairs, asking and answering the questions.</li> <li>7 Using Drogba's <i>carte d'identité</i> for reference, children to have a go at filling in the blanks using their own information. They can scribble the answers quickly on whiteboards.</li> </ol>	<i>La Petite Presse</i> pages 6 & 7  Whiteboard / pen whiteboards / pens for children  Bilingual dictionaries
<b>Plenary</b> 5 min	<p>Ask around the class <i>Quel est ton nom de famille; prénom; profession ?</i> etc. Children to give their own answers, eg <i>Mon nom de famille, c'est...</i></p> <p>Can anyone think of another way of asking <i>Quel est ton prénom?</i> (<i>Comment t'appelles-tu ?</i>) What about <i>Quel est ton lieu de résidence ?</i> (<i>Où habites-tu ?</i>)</p>	

## Culture file

**Didier Drogba** Footballer, Didier Yves Drogba Tébily was born 11 March 1978 in Abidjan, Ivory Coast (Côte d'Ivoire). As a young child, Drogba moved to France. He made his professional debut aged 18 for Le Mans and soon became known for his amazing goal-scoring abilities. He moved to Olympique de Marseille in 2003 for £3.3 million, finishing as the third highest scorer in the league. Drogba played in the 2004 UEFA Cup Final. He currently plays for Chelsea, who bought him in 2004 for the record-breaking fee of £24 million! He helped the club to their first ever Premier League win, and plays internationally for Ivory Coast. Drogba is known for his charity work. He has three children with his wife Alla, from Mali. See Drogba's own website for more information on this super-star footballer!

[www.didierdrogba.com/en/](http://www.didierdrogba.com/en/)

**Learning objectives****Oracy:** to listen for sounds, rhyme & rhythm**Literacy:** to follow a short familiar text then read parts of the text aloud (colour words)**Target vocabulary**

Orange, rouge, vert, violet, rose, jaune

KS2 -  
Colours**Previous knowledge**

None required

**Resources**Make flashcards with colours and words underneath *orange, rouge, vert, violet, rose, jaune*

Time	Teaching activity	Resource(s)
<b>Introduction</b> 10 min	<ol style="list-style-type: none"> <li>Using coloured pens on the whiteboard, colour a patch of each of the following colours, asking ch to repeat after you in each case <i>orange, rouge, vert, violet, rose, jaune</i>. Try using silly voices, only moving on to the next colour when the children are fairly confident.</li> <li>Play a game based on initial letter sounds "I'm thinking of a colour beginning with /v/." You can extend this by adding, "...which has 3 syllables," or, "which ends in /ert/" – <b>remember to use French letter sounds rather than letter names.</b></li> <li>Ask the children "how many colour words begin with /o/, how many with /r/?" etc.</li> </ol>	Whiteboards & pens (orange, red, green, purple, pink, yellow)
<b>Main Activity</b> 15 min	<ol style="list-style-type: none"> <li>Write down the colour words on the board. Point to each colour, and ask the children to copy down the word they think goes with the colour, show on their whiteboards and say aloud. Notice how the French spellings can make very different sounds to English spellings - "what sound does /ge/ at the end of a word make in French? ...and in English?"</li> <li>Rub out the words on all whiteboards. Play Anagram Jigsaw. Pick one of the colour words and write down the letters, jumbled up, on the board. Children work in teams / pairs to see who can work out how to spell the word first, showing answers on whiteboards and saying aloud – check together.</li> <li>Go through the flashcards together, reading the colour words aloud. Explain that you are going to sort them into dictionary order. Ask six volunteers to come to the front and hold a card each – can they sort themselves into dictionary order? Can the rest of the class help?</li> <li>Repeat this game with a different set of volunteers. This time, involve the rest of the class by asking them to sketch down the words in dictionary order on their whiteboards. Check together.</li> </ol>	Whiteboards & pens  Flashcards with colours and words underneath <i>orange, rouge, vert, violet, rose, jaune</i>
<b>Plenary</b> 5 min	Play the Fruit Salad game. Children are given a colour word to remember. When the teacher or another child calls out a word, every child with that word must change places. When "fruit salad" is called, all children change places.	

**Culture file**

**La Coupe Icare** In September every year, 'La Coupe Icare' takes place at St Hilaire du Touvet-Lumbin. It is an international festival of free-flight, named after the Icarus of Greek legend who flew too close to the sun. Highlights of this year's festivities include exclusive film showings and professional aerial displays. Everything from hang-gliding to parachutes and boomerangs will be displayed. There is something for everyone, with a colourful carnival, hot-air balloons and a young people's area. Children can participate in paper aeroplane contests, flight engine-making workshops, the Wind Garden, a gyroscope, bungee jumping, trampolining, a falconry display and a kite area. See [www.coupe-icare.org](http://www.coupe-icare.org) for all the latest news!

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