

# Primary French: Radio Labo

Age 9 - 11



Resources to support French language learning at KS2



## Primary French - Radio Labo

**Age 9 - 11**

The titles in **blue** used in this pdf have been hyper-linked so that you can navigate with ease to the online page for each programme and to the audio downloads for each programme

### Credits:

Presenters: Jean-Baptiste Fillon and Juliet Dante

Children: Eleanor Munro, Juliet Tabouret, Raphael Adams, Yohan Quince

Writer: Marie-Thérèse Bougard

Music: Andrew Garrett

Additional vocalist: Vanessa Labrie

Producer: Colette Thomson /

Footstep Productions Ltd

For the BBC:

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Producer: Kathryn Blennerhassett

# Primary French - Radio Labo

Teacher's Notes by Therese Comfort

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# Using these Notes

## Introduction

*Radio Labo* has been designed to complement a school's existing programmes of work for teaching French. It has been written for 9 to 11 year olds who have been learning French for one or two years. However, teachers may also find that elements of the content are also suitable for younger language learners.

It is important that the children can all hear comfortably. Make sure that the loudspeakers are at the right height facing the children and that the volume is comfortable for all. Arrange the seating so that none of the children is too far away from the speakers/whiteboard and that any child with special hearing needs is in a good position. You may find that sitting in a semi-circle or in short lines facing one another with the speakers in the middle is best. Experiment to find the formation that works best for you and your class.

## Steaming or downloading the content..?

The content for *Radio Labo* is arranged as 10 x 15 minute audio programmes, sub-divided as 40 audio clips - four for each topic. The audio content is available to download, both as clips and as a 'complete listen'. The 10 songs in the series are also available as video files displaying the lyrics, to assist the children with joining in with singing.

### Radio Labo

The series is based on an imaginary French radio station hosted by Jean-Baptiste and Juliet. Each topic features a song, a story, conversations, games, rhymes, quizzes and sometimes a 'street interview' based on the theme. There is also an expert for listeners who 'phone in' with queries.

## The headings used in these Notes

### 'Before listening'

Listed here is a range of activities which can be used to introduce or revise the key vocabulary featured in the topic. It is recommended teachers present all or some of these activities to help children follow what is happening.

### 'Content grid'

Each topic is divided into sections and you will find a description of each in the content grid. There are suggestions throughout the content for how best to support the children's understanding - including things like pausing the audio playback to check children's understanding or asking them to listen and respond to a specific word or phrase.

### 'After listening'

Here teachers will find activities designed to expand and practise the language covered in each topic. They provide opportunities to explore some of the areas of grammar and pronunciation explored in each topic. Some of the activities are for the whole class while others have been created for pair or group work.

The follow-up activities offer ways in which teachers can develop various aspects of each topic. They include ideas for classroom displays, carrying out class surveys and displaying data, exchanging information with a partner school, performing a song or role-play in assembly, revisiting the songs and integrating French into the class's daily routine.

### 'Additional information for teachers'

Here there are bite-sized explanations on grammar and pronunciation to support non-specialist teachers.

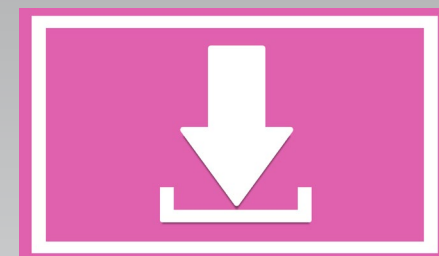
### 'Links'

Where possible there are links to other resources to provide additional practice and reinforcement of language covered in the programme.



## Downloading these resources

The *Radio Labo* audio content can be downloaded as mp3 files at any time and shared with your class or group without restriction. Go to the individual pages of the website or click on the download links in these Notes to download an mp3 file immediately.



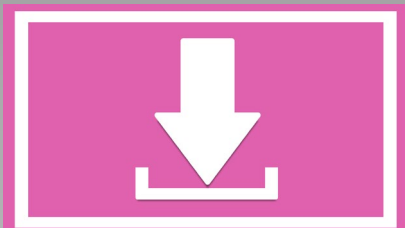
## Series content grid

Theme and key vocabulary	Grammar and pronunciation
<b>1: Les animaux et les couleurs (Numbers and colours)</b> <ul style="list-style-type: none"> <li>• pets</li> <li>• colours</li> </ul>	<ul style="list-style-type: none"> <li>• position of adjectives</li> <li>• pronunciation of <i>ien</i> and <i>in</i> in, for example, <i>chien</i> and <i>lapin</i></li> </ul>
<b>2: Les chiffres et les dates (Numbers and dates)</b> <ul style="list-style-type: none"> <li>• numbers 1 to 31</li> <li>• months of the year</li> <li>• seasons</li> <li>• <i>C'est quand ton anniversaire?</i> (When's your birthday?) <i>Mon anniversaire c'est le...</i> (My birthday is on the...)</li> <li>• expressing likes and dislikes: <i>j'aime, j'adore, je préfère</i></li> </ul>	<ul style="list-style-type: none"> <li>• pronunciation of numbers to 20</li> <li>• focus on pronunciation of <i>deux, six, dix</i></li> </ul>
<b>3: Les parties du corps (Parts of the body)</b> <ul style="list-style-type: none"> <li>• parts of the body</li> <li>• describing aches and pains - eg <i>J'ai mal au bras</i></li> </ul>	<ul style="list-style-type: none"> <li>• prepositions <i>au, à la, à l', aux</i> with <i>j'ai mal</i> - eg <i>J'ai mal au bras/à la jambe/à l'oreille/aux yeux</i> (My arm/leg/ear hurts. My eyes hurt)</li> <li>• liaison between word ending in x followed by word starting with a vowel - eg <i>J'ai mal aux oreilles</i></li> </ul>
<b>4: Les repas et la famille (Mealtimes and the family)</b> <ul style="list-style-type: none"> <li>• food</li> <li>• members of the family</li> <li>• expressing likes and dislikes - <i>il adore, je déteste</i></li> </ul>	<ul style="list-style-type: none"> <li>• possessive pronouns: how 'my' changes according to gender of noun and whether it is plural - <i>mon frère/ma mère/mes parents</i> (my brother, my mother, my parents)</li> <li>• silent final consonants</li> </ul>
<b>5: La pluie et le beau temps (Good and bad weather)</b> <ul style="list-style-type: none"> <li>• describing the weather - eg <i>il fait beau, il pleut, il y a de l'orage, il y a du vent</i></li> <li>• <i>Il fait quel temps?</i> (What's the weather like?)</li> </ul>	<ul style="list-style-type: none"> <li>• how to form the negative - eg <i>Il ne fait pas froid</i></li> <li>• pronunciation of <i>au, eu, oi</i> - eg <i>Il fait chaud; Il pleut; il fait froid</i></li> </ul>
<b>6: Le sport et les jours de la semaine (Sport and days of the week)</b> <ul style="list-style-type: none"> <li>• sports</li> <li>• days of the week</li> <li>• <i>Quel est ton jour préféré</i> (What's your favourite day?) <i>J'aime/ je n'aime pas/je préfère/ je déteste le lundi</i> (I like/don't like/I prefer/I hate Mondays).</li> <li>• <i>Tu joues à quoi/fais quoi?</i> (What do you play?) <i>Je joue au tennis/je fais du canoë</i></li> </ul>	<ul style="list-style-type: none"> <li>• use of definite article (<i>le</i>) with days of the week</li> <li>• prepositions <i>à</i> and <i>de</i> with <i>jouer</i> and <i>faire</i> - <i>Je joue au football</i> (I play football); <i>Je fais de la natation</i> (I swim)</li> <li>• gender and how it affects prepositions - eg <i>Je fais de la natation; Je fais du canoë</i></li> </ul>

Theme and key vocabulary	Grammar and pronunciation
<b>7: Les loisirs (Hobbies)</b> <ul style="list-style-type: none"> <li>• <i>Qu'est-ce que tu aimes faire?</i> (What do you like to do?)</li> <li>• hobbies and pastimes</li> <li>• how to build sentences to say what I like to do - eg <i>J'aime chanter</i></li> </ul>	<ul style="list-style-type: none"> <li>• adverbs which use <i>ment</i></li> <li>• pronunciation of <i>en</i> - eg <i>lentement</i></li> </ul>
<b>8: Les vêtements (Clothes)</b> <ul style="list-style-type: none"> <li>• articles of clothing</li> <li>• weather phrases</li> <li>• presenting a fashion show</li> </ul>	<ul style="list-style-type: none"> <li>• singular and plural - eg <i>un short, un pantalon, des gants</i></li> <li>• position of adjectives</li> <li>• pronunciation of <i>eil, eille</i> - eg <i>soleil, abeille</i></li> </ul>
<b>9: L'école (School)</b> <ul style="list-style-type: none"> <li>• school subjects</li> <li>• <i>C'est quoi ta matière préférée?</i> (What's your favourite subject ?) <i>Ma matière préférée c'est le...</i> (My favourite subject is...)</li> <li>• expressions of likes and dislikes - <i>j'aime, j'aime bien, j'adore</i> (I like, I really like, I adore)</li> </ul>	<ul style="list-style-type: none"> <li>• use of accents and how they affect pronunciation - eg <i>Je préfère...</i> (I prefer) <i>Ma matière préférée c'est le...</i> (My favourite subject is...)</li> </ul>
<b>10: La technologie (Technology)</b> <ul style="list-style-type: none"> <li>• equipment - eg <i>une tablette</i></li> <li>• video games, cartoons, films</li> <li>• <i>Tu joues sur quoi? Sur une tablette.</i> (What do you play on? On a tablet)</li> </ul>	<ul style="list-style-type: none"> <li>• making questions from statements - eg <i>Tu as un portable? Have you got a mobile?</i></li> <li>• difference between pronunciation in <i>u</i> and <i>ou</i> - eg <i>tu joues</i></li> </ul>

# 1

## Les animaux et les couleurs (Animals and colours)



Click to download the programme as an mp3 file immediately

### Links

[Activities on pets](#)

(BBC Primary Languages French)

[Activities on colours](#)

(BBC Primary Languages French)

[Animated video clip about pets](#)

(BBC Bitesize)

[We're all artists](#)

(BBC video clip for children)

The BBC is not responsible for the content of external websites.







Launch song video



Print / download the Transcript / translation file

## Content grid

Section	Content
<b>CLIP 1</b> 	<b>Bonjour à tous et à toutes</b> Radio Labo is live on-air and Juliet and Jean-Baptiste introduce themselves and greet everyone. They have a special message for Angèle whose birthday it is today. <i>What is the special message for Angèle?</i>
	<b>Le top 5 des animaux de compagnie</b> Jean-Baptiste and Juliet share the results of a survey to find out the top five favourite pets. <i>Invite children to guess which animal is eg 5th, 4th before Jean-Baptiste gives the answer.</i>
	<b>Mme Réponse-à-tout on grammar</b> Jamal wants to know why the colour red comes after the animal in <i>poisson rouge</i> . Mme R-a-t explains that in French all adjectives of colour come after the noun.
<b>CLIP 2</b> 	<b>La chanson: 'Toutes les couleurs du monde'</b> <i>Ask children to join in with the chorus when they are ready.</i>
<b>CLIP 3</b> 	<b>Mme Réponse-à-tout on pronunciation</b> Mme R-a-t has an amusing sentence to help children practise the pronunciation of 'ien' ( <i>chien</i> ) and 'in' ( <i>lapin</i> ).
	<b>Mme Réponse-à-tout</b> explains to Jamal the meaning of the colloquial phrase <i>Je donne ma langue au chat</i> .
<b>CLIP 4</b> 	<b>L'histoire: La soirée déguisée</b> ( <i>The fancy dress party</i> ). Angèle is having a fancy dress party and everyone is to come dressed as an animal. A group of her friends discuss the animals they might dress up as, but by complete coincidence they all come dressed the same. <i>At the end pause and ask children to explain, in English, what the story is about.</i>
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell.

## Before listening

- Revise the top five animals using flashcards or images from these Notes displayed on the interactive whiteboard: *le hamster, l'oiseau, le chien, le chat, le poisson rouge*.
- Display images of the five animals. Ask children to close their eyes - *Fermez les yeux* - and remove one of the animals. Can children spot the missing animal? *Qu'est-ce qui manque?*
- Give children a selection of coloured plastic cubes. Call out a selection of the colours featured in the chorus of '*Toutes les couleurs du monde*': *rouge, jaune, vert, bleu, marron, orange, violet, blanc, gris, rose, noir*. As you call out the colours, children select the matching cube. When the sequence is finished, ask the class to 'read back' the sequence. If cubes are unavailable, children could write the first letter of each French word. Allow time for children to play this game in pairs.

## After listening

- Ask children if they can remember the top five animals from the programme survey: *le hamster, l'oiseau, le chien, le chat, le poisson rouge*. Practise pronunciation of these animals - say them slowly, quickly, softly and loudly.
- Display the sentence *Martin vient avec un chien et cinq lapins* and read aloud as a class. Circle the 'in' sound in *Martin, cinq, lapins*. Practise the sound by itself and then in *Martin, cinq, lapins*. Repeat for the sound 'ien' in *vient* and *chien*.
- Revise the concept of gender of French nouns. Can children recall the gender of *chien, chat, poisson, hamster*? Are they masculine or feminine? What about *l'oiseau*? How can we find out about *oiseau*? Allow children thinking time to come up with their answer. Look up the gender of *oiseau* using a bi-lingual dictionary (hard copy or online).
- Jamal wants to know why a gold fish is *un poisson rouge* and not *un rouge poisson*? Can children remember the reply given by Mme Réponse-à-tout? Write down the animals and colours featured in Programme 1 on individual A4 sheets. As all the animal words are masculine, write a corresponding number of sheets with 'un'. Give out the 15 sheets to indi-

vidual children. Ask these children to get into groups of three to make a phrase - eg *un chat gris*. Once all the phrases have been made, ask each group of three to pronounce their phrase. For additional challenge you could introduce feminine nouns to the game - eg *la souris* - and show how the spelling of colours can change when the noun is feminine - eg *blanc* become *blanche*.

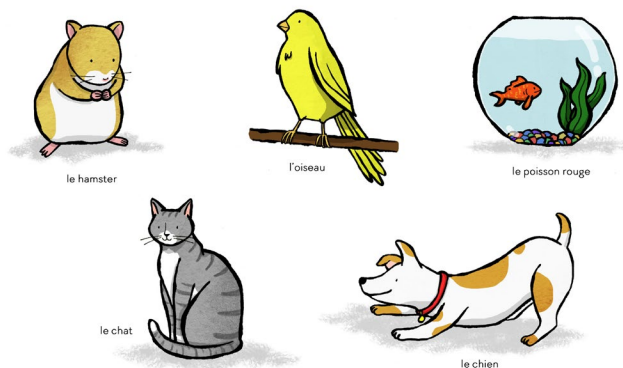
- Discuss the story *La soirée déguisée* with the class. Allow children to discuss in pairs or small groups the strategies they used to help them work out the gist of what was happening? Pairs/groups can then feedback to the rest of the class.

## Follow-up activities

- Working in groups, children establish their own 'top five' pets using those from the audio content and others that they can find on the internet. Each group presents its top five to the rest of the class - *Le numéro 5, c'est le...*
- If you have a link with a French speaking school you could exchange each other's *Top 5 des animaux de compagnie*
- Ask children to come up with a rule for French adjectives of colour. Head up a display with this rule and attach children's labelled drawings - eg *un poisson bleu*. Alternatively, children could label models of animals made from play dough. For additional challenge children could choose an animal of their choice not featured in the programme and look up its gender in a bi-lingual dictionary or on line.
- Play the song several times and encourage children to join in as the song becomes more familiar. When confident, children could perform the song in assembly.
- Discuss *Je donne ma langue au chat* and its meaning. We have a similar phrase in English - 'Has the cat got your tongue'? Have children heard this before? Encourage children to use the phrase *Je donne ma langue au chat* from time to time when they are unsure of an answer.

## Additional information for teachers

- There are four definite articles (the) used in French – *le, la, l'* and *les*. *Le* comes before a masculine noun - eg *le chat*; *la* comes before a feminine noun - *la souris*; *l'* comes before a noun starting with a vowel - *l'oiseau* - whether it is masculine or feminine; *les* is used for any plural noun, masculine or feminine - *les chiens*.
- Although many adjectives in French, including colours, follow the noun, some come before - eg *petit, gros, beau*. So the 'little white cat' would be *le petit chat blanc*. If the noun is masculine, then the spelling of the adjective doesn't change. However, if the noun is feminine an 'e' is added - eg *la petite souris grise* and the final consonant is pronounced. Some adjectives do not change their spelling, as the final letter is already 'e' - eg *la petite souris rouge/jaune*.
- NB Blanc becomes blanche when it follows a feminine noun - eg *la petite souris blanche*.



[Display/print full-size](#) image if you are connected to the internet (or click on the image)

## La chanson: 'Toutes les couleurs du monde'

Quand ça va,  
mon monde à moi  
est rouge, jaune, vert  
Ou bleu clair.  
C'est super !

(Chorus)  
*Toutes les couleurs du monde,  
rouge, jaune, bleu et marron,  
orange, violet, vert,  
blanc, noir et rose clair!*

Et la nuit  
le monde est gris  
Ou coloré,  
bleu foncé  
ou violet!

(Chorus)

Quelquefois,  
ça ne va pas,  
quand tout est triste,  
noir et gris.  
Pas joli!

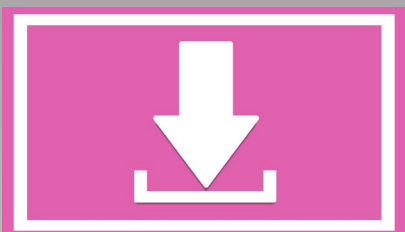
(Chorus)

Le jaune d'or,  
Moi, ça, j'adore!  
C'est magnifique,  
fantastique!  
C'est magique!

(Chorus)

# 2

## Les chiffres et les dates (Numbers and dates)



Click to download the programme  
as an mp3 file immediately

### Links

[Activities on numbers](#)  
(BBC Primary Languages French)







Launch song video



Print / download the  
Transcript / translation  
file

### Content grid

Section	Content
<b>CLIP 5</b> 	<b>Bonjour à tous et à toutes</b> Radio Labo is live on air and Juliet and Jean-Baptiste introduce themselves and greet everyone. They have a special message for Tom who is leaving for Canada.
	<b>Mme Réponse-à-tout on pronunciation</b> George has a question about the pronunciation of numbers 1 to 10 in French and Mme Réponse-à-tout helps him. Encourage children to repeat the numbers with George.
<b>CLIP 6</b> 	<b>La chanson: 'Les quatre saisons'</b> Ask children to join in with the chorus when they are ready.
<b>CLIP 7</b> 	<b>Vrai ou faux? / True or false?</b> Juliet and Jean-Baptiste play a series of sound clips to describe the seasons. A friend has to listen carefully and identify the season. The three of them talk about seasons they like and dislike and which is their favourite season.
<b>CLIP 8</b> 	<b>L'histoire: La nouvelle (The new girl)</b> A new girl, Nayla, starts at school. She speaks very little French. Her new classmates try to make her feel welcome and engage her in a simple conversation about herself. They discover that today is Nayla's birthday. At the end of story, pause the programme and ask children to explain, in English, what the story is about.
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell to their listeners.

### Before listening

- Revise numbers 1 to 20 counting forwards and backwards. Try counting on from random numbers. Extend activities to include the numbers 21 to 31. Play number ping-pong to practise numbers 11 to 31. Bat a number to the class and the class bats back the next number in sequence. Allow time for children to play this game in pairs.
- Call out three or four numbers between 1 and 31 and ask children to write the numbers on mini whiteboards. Check for accuracy. (Confident children could work in pairs taking it in turns to call out a series of numbers.)
- Revise, by chanting together, the months of the year starting with January. Call out individual months in random order. If children have a birthday in that month, they stand up.
- Establish, in English, the names of the four seasons and which months are in each season. Introduce or revise *le printemps, l'été, l'automne, l'hiver*. Check for understanding. Ask children for a mime for each season. Then call out a season for children to mime. A volunteer could then mime a season for the class to guess.

### After listening

- Display number words from one to ten and read aloud together as a class. Pause after each number to see if children can recall Mme R-a-t-'s pronunciation tips. For additional challenge display number words *dix-sept, dix-huit, dix-neuf* and read aloud to class. Emphasise the liaison between *dix* and *huit* where the x is pronounced as z. Can children identify the difference?
- Listen to the song again and ask children to join in with the chorus to aid recall of months of the year.
- Revise the question *C'est quand ton anniversaire?* Draw attention to the French intonation when asking a question - the voice goes up at the end. Model some responses and ask children to give you these dates in English. In pairs or small groups, children practise asking and answering the question. Invite volunteers to demonstrate. Involve the whole class by asking them to write down the birthday dates given by the volunteers.

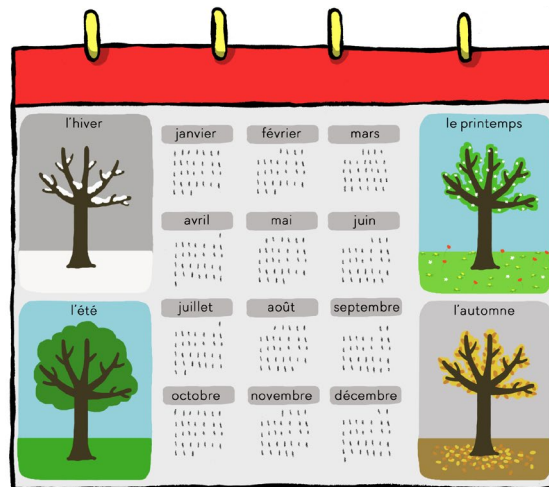
- Children may be more familiar with the question *Quelle est la date de ton anniversaire?* Explain that in French, as in English, there are different ways of asking the same question. Which question do children prefer?

## Follow-up activities

- Practise numbers to 31 regularly. For example invite children to give the date in French on a daily basis.
- Play the game 'vingt'. This game involves counting round the class up to the number 20. Each child can use up to three numbers. For example: child 1: *un*; child 2: *deux, trois, quatre*; child 3: *six, sept* and so on until number 20 is reached. The child who is 20 is 'out' (*éliminé*) and sits down and the game starts again.
- Watch the video clip *Deux jeux de mains*, in particular the first game where school children in Martinique present a clapping game [A la sortie du lycée, which focuses on numbers from 10 up to 100](#). Ask pairs of children to create a clapping game using numbers within 1 to 31.
- Encourage children to use their French beyond the class-room by playing hopscotch in French.
- Question of the week: *C'est quand ton anniversaire?* Practise asking and answering this question over the period of a week.
- Play the song several times and encourage children to join in as the song becomes more familiar.
- Ask children to research 14 July - French National Day - or other important dates of French-speaking countries your school has links with.

## Additional information for teachers

- 'x' is usually silent at the end of words - eg *deux* - but it is pronounced in *six* and *dix* as 's' when the numbers are called out by themselves. However, the pronunciation of these two words changes according to the word which follows. If the word begins with a vowel - eg *orange* - then *six/dix* are pronounced *siz/diz oranges* with the final sound changing from 's' to 'z'. There is a third pronunciation of *six/dix*! If the word which follows begins with a consonant, then the final consonant - ie 'x' - is silent: *si/di bananes*.



[Display/print full-size image](#) if you are connected to the internet (or click on the image)

## La chanson: 'Les quatre saisons'

J'aime le mois de janvier.  
J'aime le mois de janvier.  
Oui, c'est en hiver,  
mais c'est mon anniversaire,  
le 27 janvier!

J'aime aussi avril,  
J'aime aussi avril,  
car c'est au printemps  
l'anniversaire de Maman,  
Le 14 avril!

(Chorus)  
*Janvier, février, mars,  
avril, mai, juin,  
juillet, août, septembre,  
octobre, novembre, décembre!*

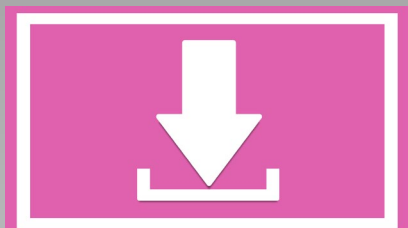
Et puis vient l'été.  
Et puis vient l'été.  
Il fait beau en juin  
Et c'est super bien,  
les vacances d'été!

Quand arrive l'automne...  
Quand arrive l'automne...  
Toutes les feuilles volent  
Volent, volent, volent, volent comme  
des folles.  
Et tout ça m'étonne!

(Chorus)  
*Janvier, février, mars,  
avril, mai, juin,  
juillet, août, septembre,  
octobre, novembre, décembre!*

# 3

## Les parties du corps (Parts of the body)



Click to download the programme  
as an mp3 file immediately

### Links

Video clip:  
[The Dance Of The Penguins](#)  
(You Tube)

Song: [Docteur, je suis malade](#)  
(You Tube)

The BBC is not responsible for the  
content of external websites.







Launch song video



Print / download the  
Transcript / translation  
file

## Content grid

Section	Content
<b>CLIP 9</b> 	<b>Bonjour à tous et à toutes</b> Juliet and Jean-Baptiste have a special message for Kim who is going into hospital. <i>Ask the class who is going into hospital soon?</i>
	<b>Un jeu de mémoire</b> Jean-Baptiste and Juliet challenge a group of children to recall a sequence of ten words for parts of the body. <i>Can children point to the correct part of the body when they hear it? Children ready for an additional challenge can keep a tally of the parts of the body which are masculine, feminine. Which parts of the body are plural?</i>
	<b>Mme Réponse-à-tout on pronunciation/grammar</b> Malia is confused and doesn't understand why when describing aches and pains you sometimes use 'à la' - eg <i>J'ai mal à la tête</i> (I have a headache) but 'au' at other times - eg <i>J'ai mal au pied</i> (My foot hurts). Mme R-a-t explains it all depends on whether the part of the body is masculine or feminine, or plural - eg <i>J'ai mal aux yeux</i> . <i>Pause the programme to check for understanding.</i> Mme R-A-T points out how the pronunciation of <i>aux</i> changes if it comes before a noun which starts with a vowel - eg <i>'oreilles'</i> . The 'x' is no longer silent and is pronounced with a 'z' sound.
<b>CLIP 10</b> 	<b>La chanson: 'Super aliens'</b> Explain to the children that this is a song which describes the appearance of a number of aliens. As they listen to the song can they picture the aliens in their heads?
<b>CLIP 11</b> 	<b>Le quiz de Radio Labo</b> Juliet and Jean-Baptiste challenge contestants to give the correct meaning for a selection of colloquial phrases linked to parts of the body. <i>Ask children to whisper what they think the answer is to their partner.</i>

Section	Content
<b>CLIP 12</b> 	<b>L'histoire: Le malade temporaire (Is Oscar really ill?)</b> Oscar tells his mother he is not feeling well and cannot go to school. When she reminds him it is actually a holiday he starts to feel better suspiciously quickly. <i>At the end of story, pause the programme and ask children to explain, in English, what the story is about.</i>
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell to their listeners. <i>Ask children to say goodbye using either 'au revoir' or 'à la prochaine fois'.</i>

## Before listening

- Display the picture 'Les parties du corps' (Parts of the body) on page 12, revising or introducing those parts which are labelled. Make sure you include the definite article (*le, la, l', les*) with each part. Ask questions - eg *la main ou la jambe? C'est quoi?* Repeat children's response to reinforce correct pronunciation.
- Play the game *Répétez si c'est bon*. Point to a part of the body, say the word and ask children to repeat if it is correct. If it is not correct they remain silent. The class can play against the teacher. Each time the class answer correctly they win a point. If they get it wrong the teacher wins a point.
- Call out a sequence of at least four parts of the body from the picture. Ask the children to listen carefully and when you have finished the sequence they point to these parts of their body in the correct order. If children are confident with the vocabulary, they could carry out this activity in small groups, taking it in turns to call out a sequence.
- Look again at the picture 'Les parties du corps'. Draw children's attention to the four different forms of 'the' - *le, la, l', les*. Establish that they are all different forms of 'the' and give children a few minutes, in pairs, to come up with an explanation for why there is just one 'the' in English but four different forms in French.

## After listening

- [Play the BBC clip from the series 'Virtually there'](#). It is a lively song with a focus on masculine and feminine parts of the body. Display the words of the ten parts of the body from the programme and shown in the picture '*Les parties du corps*'. Omit the definite article *le, la, l', les*. As a class activity, ask children if they can remember which form of 'the' to use for the individual parts of the body. Keep the list displayed for the next activity.
- Ask children to think back to the story. What was wrong with Oscar? Practise a few of the phrases to describe illnesses or what's hurting. For example: *mal à la tête/ mal au pied/ mal au nez/ mal aux oreilles/ mal aux jambes*. Remind children of Malia's question about when to use *au, à la*. (See additional information, below). Can they remember Mme R-a-t's explanation? Allow children to discuss, in pairs, when they would use *au, à la* and *aux*. Feedback suggestions. When would children use *l'*?
- Follow up the discussion and explanation by displaying the list of parts of the body from the previous activity or the picture '*Les parties du corps*'. Children use these as a support to help them form a simple sentence to describe an ailment - eg *J'ai mal au/ à la/ à l'/aux*. In pairs, children practise asking the question *Ça va?* and giving a response - eg *Non, pas très bien, j'ai mal au pied/Non, ça ne va pas, j'ai mal aux yeux* etc.
- Highlight the pronunciation of *aux oreilles, aux yeux*, where the 'x' (which is normally silent) is pronounced as 'z'.
- Role-play *Une visite chez le docteur* (A visit to the doctor's). Invite a pair of volunteers to help demonstrate the role-play. One child is the doctor, the other the patient. The doctor asks how the patient is - eg *Bonjour Alice. Ça va?* The patient then describes their ailment - eg *Non, pas très bien, j'ai mal au pied*. (No I'm not very well, my foot hurts). Invite groups to perform their role-play to the rest of the class. The rest of the class enjoy the role-play and listen to see if the *au/ à la/ à l'/aux* have been used correctly?

## Follow-up activities

- Play *Jacques a dit* (Simon says) to reinforce parts of the body. Call *Jacques a dit touchez la tête* and children touch their heads. If you simply say *Touchez la tête* they remain still. A confident child could take over and lead the game.
- Challenge the children to create orally combinations of colours and body parts containing the same phoneme - eg *bouche rouge, yeux bleus, cheveux bleus, nez violet*. Highlight the sound *ou* in *rouge* and *bouche*, showing how this sound is made at the front of the mouth.
- Ask children to get into groups of 3-5. Each group is given a balloon or large sponge ball. The object of the game is to make sure that the balloon does not touch the ground. As the balloon touches a part of the body, the child touching the balloon must call out that body part - eg *le pied, le bras*, etc.
- Listen to the song two or three times to see if children can work out the description of Kaspar and Esther. As homework, ask children to draw pictures of these two aliens for a class display: *Nos amis: les super aliens Kaspar et Esther*. Encourage children to create their own aliens and describe them to a partner. The partner could then draw the alien according to the description given.

## Additional information for teachers

- Definite articles are used much more in French than in English, often at times when in English we would use 'your' - eg 'touch your nose' would be *touchez le nez*.
- The verb *avoir* is used to talk about illnesses or what hurts - ie '*avoir mal à*'. The part of the body that's hurting goes after the '*à*' - eg *J'ai mal à la tête* (I have a headache.) If the painful part is a masculine word like *le pied* then you would use '*au*' - eg *J'ai mal au pied* (My foot hurts). If it is a plural word like *yeux* then you use '*aux*' - eg *J'ai mal aux yeux* (My eyes hurt). If the word begins with a vowel like *oreille* and *œil* then you would use *à l'* whether it is masculine or feminine. This helps to make pronunciation easier - eg *J'ai mal à l'oreille* (I've got earache).
- In French final letters are sometimes pronounced to form a liaison which makes pronunciation easier - eg *aux oreilles* and the 'x' is pronounced as 'z'.

## La chanson: 'Super aliens'

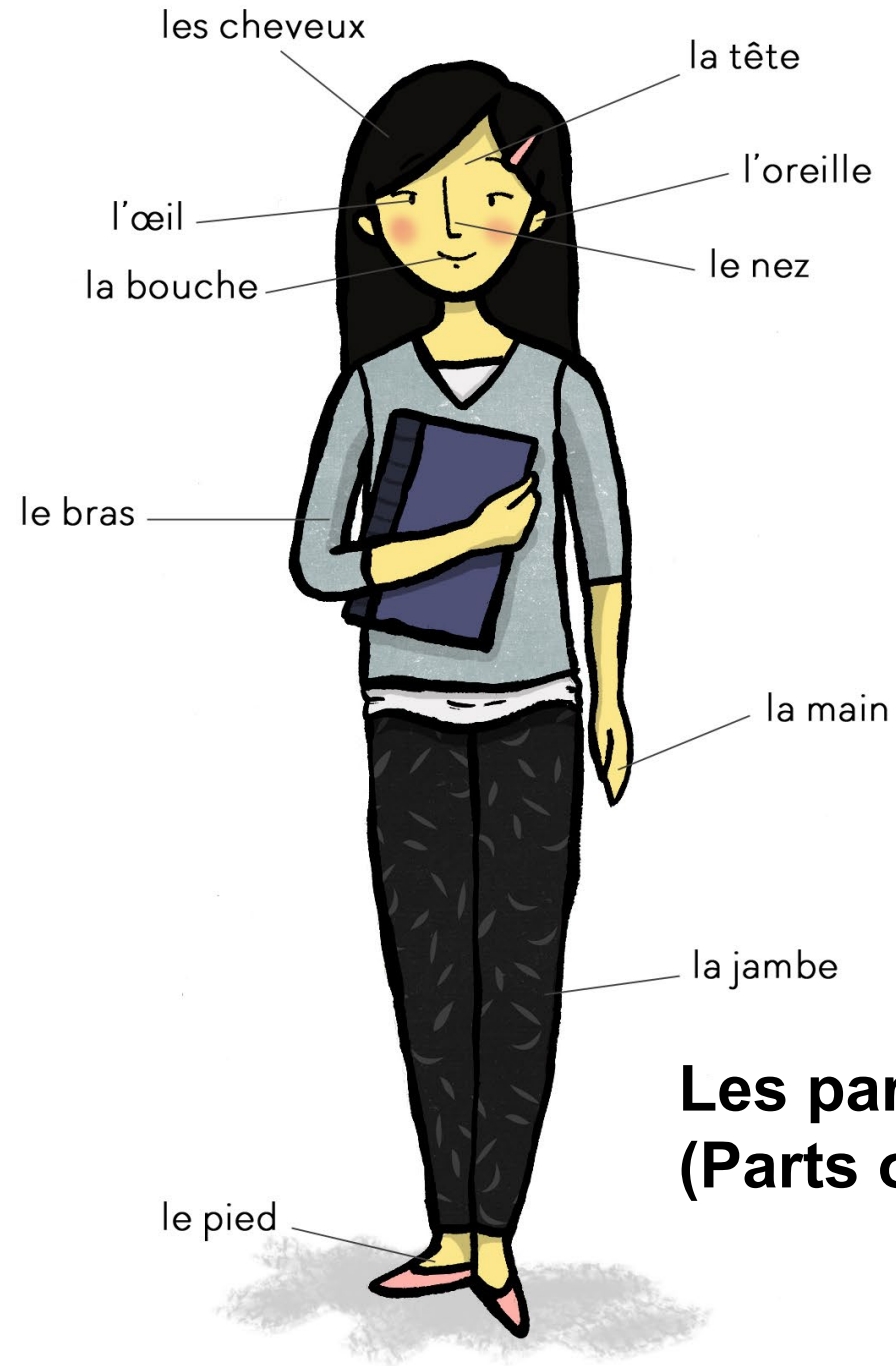
Je m'appelle Esther  
j'ai un petit nez vert.  
Je n'ai pas de cheveux,  
mais j'ai trois yeux bleus.  
En plus, j'ai quatre mains,  
et ça, c'est très bien

Et mon frère Kaspar,  
il est très bizarre!  
Il a les oreilles  
en forme de bouteille.  
Et il a six pieds  
super pour marcher!

(Chorus)  
*Ça, c'est bizarre,  
super bizarre,  
Ça, c'est bizarre,  
super bizarre,  
mais c'est très bien,  
vraiment très bien!  
Vraiment très bien!*





Et puis mes parents  
sont vraiment très grands.  
Ils ont les bras longs  
et les jambes marron.  
Ils ont un cœur d'or  
Et ça, moi j'adore!

(Chorus)  
*Ça, c'est bizarre,  
super bizarre,  
Ça, c'est bizarre,  
super bizarre,  
mais c'est très bien,  
vraiment très bien!  
Vraiment très bien!*



## Les parties du corps (Parts of the body)

## Content grid

Section	Content
CLIP 13 	<b>Bonjour à tous et à toutes</b> Juliet and Jean-Baptiste have a message for Mary-ana who is about to have a meal with her family.
	<b>Le jeu de vitesse (Game of speed)</b> The children have 10 seconds to come up with six fruits. The next challenge is 10 seconds for four desserts followed by 10 seconds for the names of the different mealtimes. <i>Are any of the fruits on the displayed class list?</i> (See 'Before listening')
	<b>Mme Réponse-à-tout on grammar</b> Malia wants to know why there are different ways to say 'my' in French. Mme R-a-t explains the three different ways to say 'my' in French. <i>Pause the programme after explanation of when to use <b>ma</b> and <b>mon</b> to check for understanding.</i>
CLIP 14 	<b>La chanson: 'Bon appétit'</b> Children can join in with the chorus when ready.
CLIP 15 	<b>Quiz: Vrai ou faux? / True or false?</b> In this quiz, Juliet and Jean-Baptiste give three different colloquial expressions and ask what they might mean in English. <i>Ask children to put their thumbs up or down to show whether they agree or not with the English explanations.</i>
	<b>Mme Réponse-à-tout on pronunciation</b> Malia wants to know why she can't hear the 's' at the end of plural nouns. Mme R-a-t explains that most final consonants are silent in French - eg <i>les salades</i> .
CLIP 16 	<b>L'histoire: Le repas de famille (The family meal)</b> <i>Can children remember some of the food in the story either in French or English? Ask children why the cat isn't happy at the end of the story.</i>
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell.

## Before listening

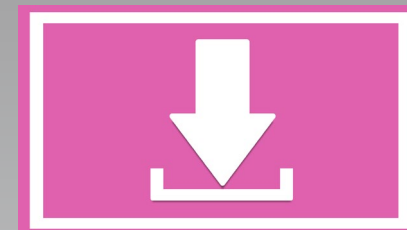
- Give pairs of children two minutes to think of as many fruits as possible. Ask for answers and write them up on the board - eg *la pomme, l'orange, la banane*. Keep the list for children to see as they listen to the programme.
- Revise/introduce the question *Qui aime?* Ask the class the following questions: *Qui aime les gâteaux/les tartes/les sorbets/la glace?* Children put their hands up if they like any or all of these desserts. Check for meaning by showing an image of each dessert or by asking the children what the question is asking in English.
- Explain that the story in this week's programme is about a family who are about to sit down to a meal together. Do children know the names for family members? Can they recall them? *La mère, le père, la sœur, le frère, la grand-mère, le grand-père. Maman and Papa* are the French for mum and dad. Which of these sound similar - *la mère, le père, le frère?* NB *Papy* and *Mamie* are affectionate terms for Grandpa and Grandma.

## After listening

- Write the following on individual sheets of paper - *l'abricot, la banane, le citron, la fraise, l'orange, la pomme, le gâteau, la tarte, le sorbet, la glace, les pâtes, le poulet, le poisson, la pizza*. Give out to individual children. Ask them to stand in a line in the correct alphabetical order, looking at the first letter of each item of food and not *le, la, l'*. Read the list aloud as a class once they are in the correct order. Draw attention to the final silent consonant in *abricot, poulet* and *sorbet*. Explain that most final consonants are not pronounced in French.
- Model the question *Tu aimes...?* and the answer *Oui/Non*. Walk around the room asking the question *Tu aimes les...?* - eg *bananas?* Use different fruits mentioned in the programme. Extend the answers to include *Oui, j'aime.../J'aime bien.../j'adore*. Allow a few minutes for children to practise, in pairs, asking and answering questions. Encourage them to use a range of answers.

# 4

## Le repas et la famille (Mealtimes and families)



Click to download the programme as an mp3 file immediately

## Links

[French website with recipes](#) (recettes) for children

Video clip [Meet the family](#) (BBC French series for children 'Virtually there')

Video clip [Pizza party](#) (BBC French series for children 'Virtually there')

[Activities linked to the family](#) (BBC Primary French website)

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## La chanson: 'Bon appétit'

Mon petit frère Blaise  
adore le poulet,  
le chocolat au lait  
et les tartes aux fraises.

Mais ma sœur Lili  
préfère le poisson  
avec du citron  
et beaucoup de riz.

(Chorus)  
À table, tout le monde,  
et bon appétit!  
Bon appétit, tout le monde!

Mon père et ma mère  
préfèrent les tomates  
avec beaucoup de pâtes  
ou des pommes de terre.

Je n'aime pas les gâteaux.  
Je déteste les pizzas  
et le chocolat!  
J'aime les abricots.

(Chorus)

Mais toute la famille  
adore les sorbets,  
les glaces au café  
ou à la vanille!

(Chorus)  
À table, tout le monde,  
et bon appétit!  
Bon appétit, tout le monde!  
À table, tout le monde,  
et bon appétit!  
Bon appétit, tout le monde!

- Ask children if they know how to say if they don't like something. Model the answer *Je n'aime pas les...* - eg *pommes*. Practise with the whole class and then in pairs. Invite volunteers to demonstrate. Children may enjoy using the phrase *Je déteste!* (I detest/hate.)
- Display the following lines from the song *Bon appétit*: *Mon petit frère Blaise adore le poulet; Mais ma sœur Lili préfère le poisson; Mon père et ma mère préfèrent les tomates*. Invite children to give the meaning of each sentence in English. Then in pairs, ask them to write down the different words they can find for 'my' in the sentences and to discuss why there is more than one way to write this pronoun in French. Can children remember Mme R-a-t's explanation? Having established that *mon* is used for masculine nouns - eg *mon frère/père/grand-père* and *ma* for feminine nouns - eg *ma sœur/ma mère/ma grand-mère* - model the word 'parents' in French and challenge the children to think about how they would say 'my parents' in French - ie *mes parents*.

## Follow-up activities

- Play the game *Le jeu de vitesse* asking for six fruits/four desserts/four main courses in 10 seconds. Add an additional challenge by saying that the answer is only correct if the children use the correct form of 'the'.
- Write *Je n'aime pas* on the board and describe/revise how the negative is formed in French. *Je + ne* and *pas* wrapped around the verb - *je ne aime pas...* The *e* of *ne* is omitted and replaced with an apostrophe to help with pronunciation. On separate A4 worksheets write *Je n'aime pas les fraises*, with a separate sheet for each word including *n'*. Give words out to individual children and ask them to make the sentence.
- Ask children to bring in a photo of a family member or pet for the class and to write a label - eg *C'est mon frère Billy. Il adore le chocolat*.
- Question of the week: *Tu aimes..?* Practise asking and answering this question using a range of phrases to express likes and dislikes - eg *J'aime, j'adore, j'aime bien, je n'aime pas, je déteste*.

- Encourage children to use the phrases *au revoir* and *à la prochaine fois* at home time.

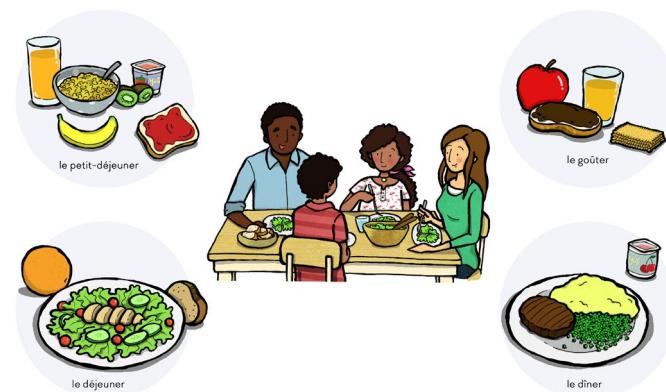
## Additional information for teachers

In French, plurals are often formed by adding 's' - eg *les fraises, les abricots, les bananes*. In English we can nearly always hear that a noun is plural - eg *orange, oranges*. However, in French the pronunciation of singular and plural nouns often doesn't change.

After verbs expressing likes and dislikes in French, the plural definite article (the) is used, whereas in English this is omitted - eg *J'aime les bananes* (I like bananas).




The following questions and answers show how you can differentiate your questioning to involve children of varying abilities.


- *Tu aimes les pommes?* Thumbs up or down.
- *Tu aimes les pommes?* *Oui* or *Non*.
- *Tu aimes les pommes?* *Oui j'aime les pommes. J'aime bien les pommes. J'adore les pommes.*
- *Tu aimes les pommes. Non pas du tout. Je déteste les pommes. Je n'aime pas les pommes.*
- *Oui j'aime les pommes mais je préfère les oranges.*



[Display/print full-size image](#) if you are connected to the internet (or click on the image).

## Content grid

Section	Content
CLIP 17 	<b>Bonjour à tous et à toutes</b> Juliet and Jean-Baptiste have a message for Mehdi who is going on holiday to Marseille. <i>Pause the programme and ask children where Mehdi is going.</i>
	<b>Un quiz sonore (A sound quiz)</b> The presenters play a series of sound clips and contestants have to identify what type of weather can be heard. The presenters talk about weather they like and dislike. <i>Ask children to put thumbs up or down to show if weather statements are true or false.</i>
	<b>Mme Réponse-à-tout on grammar</b> Malia wants to know how to say 'It's not cold' in French. Mme R-a-t explains that you need two words to make a French sentence negative - <i>ne</i> and <i>pas</i> . <i>Ne</i> comes before the verb and <i>pas</i> straight after the verb - eg <i>Il ne fait pas froid</i> .
CLIP 18 	<b>La chanson: 'Après la pluie, le beau temps'</b> Put the following lyrics on individual strips of paper: <i>Il fait froid; Il fait beau; Il fait chaud; Le ciel est bleu; Le ciel est gris; Il y a du soleil</i> . Give every child a strip of paper. When children hear their sentence, they wave it in the air.
CLIP 19 	<b>Le jeu de ping-pong</b> In this game, children listen to a weather phrase. They 'bat' it back and add a weather phrase of their own. <i>Pause the programme and ask children if they have understood the rules of this game. Clarify the rules and allow children to listen to the game again.</i> (See notes in 'Additional information for teachers').
	<b>Unusual weather phrases</b> Malia asks Mme R-a-t for help with a project translating quirky weather expressions into pictures. Mme R-a-t gives three amusing expressions for Malia to think about.

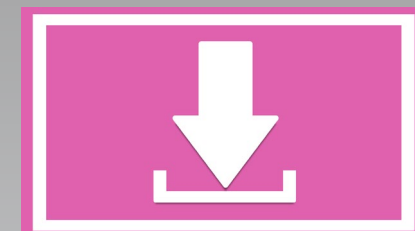
Section	Content
	<b>Un jeu de prononciation</b> Juliet and Jean-Baptiste use some weather phrases to help pronunciation.
CLIP 20 	<b>L'histoire: Clara et l'arc-en-ciel (Clara and the rainbow)</b> Clara's dog, Achilles, is keen to go out for a walk but it is raining and although Achilles is happy to walk in rain and wind Clara is not. After some time the rain stops, the sun comes out and there is a beautiful rainbow. It looks as though Achilles will get a walk after all. <i>At the end of story, pause the programme and ask children to explain, in English, why Achilles, the dog, is not happy.</i>
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell to their listeners. <i>Ask children to join in with Au revoir et à la prochaine fois and the jingle Radio Labo c'est beau; Radio Labo c'est rigolo.</i>

## Before listening

- Introduce/revise weather phrases using the picture in these Notes (perhaps with your own actions) to help understanding. Begin with *Il neige; il pleut* (It's snowing; it's raining). Then *Il fait froid; il fait chaud; il fait beau* (It's cold; it's hot; it's nice weather). Finally *Il y a de l'orage; il y a du soleil* (There's a storm/it's stormy; it's sunny).
- Agree with the class a set of actions to match the phrases. Children listen to a weather phrase and then do the action. Then the teacher or a confident volunteer does an action and the class gives the phrase. Which phrases are difficult to recall and pronounce? Spend some extra time practising these phrases.
- Introduce the question *Il fait quel temps?* from the song in this programme and ask for answers. Allow children time to practise in pairs.

# 5

## La pluie et le beau temps (Good and bad weather)



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## Links

[Activities on weather](#)  
(BBC Primary Languages French)

[Resources and activities for teaching weather in French](#)

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file



## La chanson: 'Après la pluie, le beau temps'

Le soleil, le soleil!  
J'adore le soleil!  
Il fait beau.  
Il fait chaud.  
Moi, j'adore le soleil!

(Chorus)  
*Il fait quel temps?  
Le ciel est bleu? Le ciel est gris?  
Il fait quel temps?  
Pas de souci, pas de souci!  
Après la pluie, le beau temps!*

Oh, il pleut, oh, il pleut!  
Le ciel n'est pas bleu.  
Sous la pluie,  
tout est gris.  
Moi, je préfère le ciel bleu!

(Chorus)  
*Vive la neige, vive la neige!  
J'aime jouer dans la neige.  
Il fait froid,  
mais ça va.  
On fait des boules de neige!*

Y a du vent, y a du vent!  
On entend le vent.  
Le vent chante.  
Les feuilles dansent.  
Les nuages aiment le vent!

(Chorus)

- Play 'Pass the phrase'. In groups of six, children form a line. Display some simple symbols for each weather phrase. Whisper one of the weather phrases to the children at the end of each line. This child whispers the phrase to the next child, who whispers it to the child in front and so on. When the sixth child hears the phrase they draw a simple symbol to illustrate it and hold it up in the air. The winning team is the first to draw the correct symbol.

## After listening

- Play 'Secret signal'. Display six weather phrases from the programme on the board. Two children leave the room while the rest of the class chooses a signal such as a wink or scratch of the nose. They also choose a signaller. The children come back into the room and the class starts to repeat the first weather phrase until the signal is given to move onto the next phrase. The two children try to spot the signaller.
- Introduce/revise the question *Quel temps fait-il?* and explain that this is another way to ask about the weather. Write both versions on the board. Ask children to identify the question word in each sentence. Can they think of any other questions which use *quel*? For example, *Quel âge as-tu?* *Quelle est la date de ton anniversaire?*
- Practise the phrases from the pronunciation game: *Il fait froid? Moi, je bois du chocolat noir!* etc. Ask children to identify the sound which they can hear repeatedly in each sentence. For additional challenge, give children the sentences written down and ask them to underline the letter/letters which are making these sounds.
- Display the phrase: *Il fait froid*. In the programme Malia asks Mme R-a-t how to say 'It's not cold' in French. Give children two minutes to see if they can remember her response - ie you need two words to make a French sentence negative: *ne* and *pas*. *Ne* comes before the verb and *pas* straight after the verb - eg *Il ne fait pas froid*. Invite a volunteer to change *Il fait froid* into a negative sentence. Repeat with *Il fait beau/chaud; il neige/pleut*. Display *Il n'y a pas de soleil; il n'y a pas d'orage*, explaining this is how to change *Il y a du soleil/de l'orage* into the negative.
- Practise asking and answering questions about the weather. Encourage children to use a wide range of answers.

## Follow-up activities

- Question of the week: *Quel temps fait-il/il fait quel temps?* Ask children to describe the weather daily. Ask questions to encourage the use of negative sentences - eg *Il fait froid? Il pleut? Non, il ne fait pas froid. Il ne pleut pas.*
- Watch the [following video clip](#) where a class of seven and eight year olds has created a dance to describe weather. Listen to the song and create a class dance which can be performed in assembly.
- Help Malia with her project by drawing pictures to describe *Il fait un temps de chien!* (The weather is terrible); *Il fait un froid de canard!* (It is really cold); *Il a la tête dans les nuages* (He has his head in the clouds). Label the pictures for a class display.
- Play the ping-pong game from the programme to practise weather phrases - see 'Additional information for teachers'.
- Look for resources for the retelling in French of the Aesop fable 'The sun and the wind' (*Le vent et le soleil*).

## Additional information for teachers

**Weather expressions.** The programme presents three ways of saying what the weather is like in French. The first uses the verb *il pleut/il neige* (It's raining/it's snowing) as in English. The second uses the verb *faire*. When in English we would use 'It is + adjective' (eg 'It is cold') French uses the impersonal *il fait* + adjective or noun (eg *Il fait froid*). You can also use this structure to say It's windy/sunny - *Il fait du vent; il fait du soleil*. The third way is by using *Il y a du soleil; il y a de l'orage*.

**Question words.** The question words for 'what' or 'which' in French are *quel/quelle*. These words are like adjectives in that they change their spelling to agree with the noun which follows - eg *Quel temps fait-il?; Quelle est la date de ton anniversaire*.

**Le jeu de ping-pong.** This game begins with one child saying a weather phrase eg *Il fait beau*. The next child repeats this phrase and gives one of his or her own - *Il fait beau...Il y a du soleil* and so on. The next child in line always repeats the phrase of the previous child - eg *Il y a du soleil* and then comes up with one of their own.

# Quel temps fait-il?



il fait froid



il fait chaud



il fait beau



il y a de l'orage



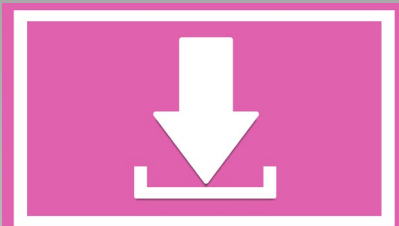
il pleut



il neige

# 6

## Le sport et les jours de la semaine (Sport and Days of the week)



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### Links

A video clip of [My Favourite Hobby](#) (BBC French series for children 'Virtually there')

[Activities linked to sports](#) and hobbies (BBC Primary French website)

A French video clip of [le handibasket](#) - wheelchair basketball (You Tube)

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### Content grid

Section	Content
CLIP 21 	<b>Bonjour à tous et à toutes</b> Juliet and Jean-Baptiste greet everyone. They wish Lucie good luck for her dance exam. Children should be familiar now with the opening and can join in with the opening jingle: <i>Radio Labo, Le laboratoire de français, Radio Labo, c'est beau!</i>
	<b>Mme Réponse-à-tout on grammar</b> Jawad has heard people say <i>à lundi</i> , <i>à mardi</i> and wants to know what it means. He is also curious to know the meaning of the phrase <i>le lundi</i> , <i>le mardi</i> . Pause the programme after Mme R-a-t's first explanation. <i>Ask children in pairs to talk about the use of 'à' before a day of the week.</i>
	<b>Un jeu sonore (A sound game)</b> Juliet and Jean-Baptiste play a series of sounds of different sports for the children to identify. The presenters agree that their favourite sport is swimming. <i>Ask children to mime what their answer would be to the questions.</i>
CLIP 22 	<b>La chanson: 'Toi, tu fais quoi'</b> <i>Ask children to join in with the chorus when they are ready. They can also do an action for any sport they recognise.</i>
CLIP 23 	<b>Mme Réponse-à-tout on grammar</b> Jawad has been listening to the song and notices that in some of the verses <i>le</i> comes before the day of the week - eg <i>le lundi soir</i> . As we never say 'the Monday evening' in English he wants to make sure he knows what it means in French. (See 'Additional information for teachers').
	<b>Un petit jeu</b> The presenters think of a quick game to practise the different sports. They give a listener just 30 seconds to name as many sports as she can. <i>How many sports can children understand?</i>

Section	Content
CLIP 24 	<b>L'histoire: Léa, la super sportive (Léa, the super sportswoman)</b> Léa loves sport and plays a different sport on most days. She tries to encourage Théo to join her but he doesn't like any of the sports Léa suggests. On Sunday Théo decides he is going to play ping-pong and he invites Léa to join him. Léa declines because she is full of aches and pains from her very sporty week! <i>At the end of story, pause the programme and ask children to explain, in English, why Léa can't join Théo in a game of ping-pong.</i>
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell.

### Before listening

- Revise/introduce the days of the week - *lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche*. Which day is the odd one out (*dimanche*) and why? Ask children to identify the sound at the end of the days *lundi - samedi*. Can they hear this sound in *dimanche*? Allow children time to practise the days of the week with a partner.
- Play a game of ping-pong with the class. Bat a day to the class - eg *jeudi* and ask them to 'bat back' the day after or the day before.
- Write the days of the week on the board. What do children notice? In French days (and months) do not have a capital letter.
- Prepare the following phrases on individual A4 sheets of paper: *J'aime; j'aime bien; j'adore; je n'aime pas; je déteste*. Practise each phrase and then distribute them to individual children who organise themselves into a line showing the different degrees of preference, from '*j'adore*' to '*je déteste*'.

### After listening

- Watch the video clip [Days of the week](#) (from BBC French series for children 'Virtually there').

- Model and practise the question *Quel est ton jour préféré?* Go through the days of the week and children raise their hands when they hear their favourite day. (A child could record the results to display at a later stage). Model some responses to this question - eg *J'aime le lundi; Je n'aime pas le lundi; J'adore le samedi; Je déteste le vendredi; Mon jour préféré, c'est le mercredi.* In pairs or small groups children practise asking and answering the question.
- Challenge children to recall, in pairs, Mme R-a-t's explanation of the use of 'le' in this context. Select two or three pairs to give their explanation. (See 'Additional information').
- Introduce and practise the sports featured in the programme using the images in these Notes or from the internet for *le tennis* (tennis); *la natation* (swimming); *le basket* (basketball); *l'équitation* (horse riding); *le foot* (football); *le canoë* (canoeing). Now display the written form for each sport. Focus on *la natation* and *l'équitation* and draw attention to *-tion*. Compare the pronunciation of this letter string in English and French. How would addition be pronounced in French? Look at *le tennis* and *le foot*. Give children a minute or so to notice something unusual about these words i.e. the final consonant is not silent as in most French words.
- Look again at the images for the different sports and number them randomly using numbers 1 - 6. Children write down the names of the days of the week in French, on a mini whiteboard or paper. Can they write any from memory? Listen to the story again. For this activity children need to record which sport Léa plays on each day. When they hear the sport for - eg *lundi*, they look for the corresponding number on the board and write it next to that day. Check answers.

## Follow-up activities

- Remind children of the game in which a listener named as many sports as possible in 30 seconds. Play the game in pairs and invite a confident 'contestant' to play to the class.
- Adapt the sound game to work with actions instead of sounds. One half of the class mimes one of the sports from the programme and the other half have to guess the sport from a choice of two - eg *Ils font de la natation ou ils font du canoë? Bonne réponse. Ils font du canoë.* The teacher or a confident child can take on the role of the quiz master.

- Play the song again. Children join in with the chorus and mime the different sports in each verse - judo, tennis, swimming, wheelchair basket ball, roller-skating.
- Remind the class of Mme R-a-t's explanation for when to use - eg *à lundi* ('see you on Monday') Encourage children to use this phrase both in and outside of the classroom with classmates. Teach the phrase *à demain* (see you tomorrow).
- Remind children of the question and answer sequence from the story: *Théo: Aujourd'hui, c'est lundi. Tu fais quoi, Léa? Léa: Le lundi, je joue au foot Théo.* Children work in pairs to find out which sports their partner plays and on which days. They record their results on a mini whiteboard and share these results with another pair - eg *Le lundi, Alice joue au foot. Le mardi Alice/elle joue au tennis* etc. For additional challenge extend to include *Tu aimes le foot? Oui j'aime le foot mais je préfère le tennis.*

## Additional information for teachers

Definite articles (*le/la/l'/les*) are used much more in French than in English. An example of this is when you are talking about days you like and dislike. *J'aime/Je n'aime pas le lundi.* (I like/I don't like Mondays) Note that in English we talk about the day in the plural - ie Mondays, whereas in French it is in the singular. The same rule applies when you say what you favourite day is - eg *Mon jour préféré, c'est le mercredi.*

Talking about what you do on a particular day: in English we use the preposition 'on' - eg 'What do you play on Tuesdays?' In French, this is omitted but again the definite article is used - eg *Le mardi, tu fais quoi?* (What do you play on Tuesdays?) *Le mardi je fais de la natation* (On Tuesdays I go swimming).

In French playing sport is usually expressed by using one of two verbs - *jouer à* or *faire de* - *Je joue au tennis; je fais du canoë.* You usually use *jouer à* if you are talking about playing in a team or with an opponent - eg *Je joue au foot; je joue au basket.* *Faire de* is used to talk about sports you do by yourself - eg *Je fais de la natation; je fais de l'équitation.* Notice how the prepositions change according to the gender of the noun: *Je joue... au tennis/au foot/au basket. Je fais...du canoë/de la natation/de l'équitation.*

## La chanson: 'Toi, tu fais quoi'

Le lundi soir, le lundi soir?  
Toi, tu fais quoi? Toi, tu fais quoi?  
Moi je fais du judo,  
avec Enzo.  
C'est rigolo!

Et le mardi, et le mardi?  
Tu joues à quoi? Toi tu joues à quoi?  
Moi je joue au tennis,  
avec Aniss.  
J'aime le tennis!

Le mercredi, le mercredi?  
Toi, tu fais quoi? Tu fais quoi?  
Je fais de la natation  
avec Léon.  
Il est champion!

Et le jeudi, et le jeudi?  
Toi, tu fais quoi? Toi, tu fais quoi?  
Je fais du handibasket,  
avec Mehmet  
puis Henriette.

Le vendredi, le vendredi?  
Toi, tu fais quoi? Toi, tu fais quoi?  
Je vais au club de roller  
avec ma sœur  
qui s'appelle Fleur.

Et le week-end? Et le week-end?  
Toi, tu fais quoi? Toi, tu fais quoi?  
Alors, là, oh, là, là,  
je reste chez moi.  
Je ne bouge pas!

# Le sport

le canoë



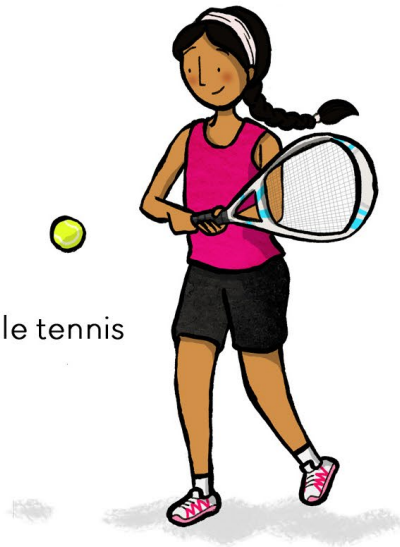
l'équitation



le foot



le tennis






le basket




la natation



## Content grid

Section	Content
<b>CLIP 25</b> 	<b>Bonjour à tous et à toutes</b> Juliet and Jean-Baptiste greet everyone. They have a special message for Clément who is going to spend the weekend with his grandparents.
	<b>Qu'est-ce que tu aimes faire le week-end? (What do you do at the weekend?)</b> Juliet, Jean-Baptiste, Angèle and Mehdi discuss what they like to do at the weekend (listen to music, read comics, play with their dog and make cakes). <i>Pause the programme and ask children to list orally, and in English, the activities they have heard.</i>
	<b>Mme Réponse-à-tout on grammar</b> Daisy has a question about adverbs and wants to know if it is right that most adverbs in French end in <i>-ment</i> . Mme R-a-t gives her some examples: <i>vraiment, calmement, simplement, seulement</i> .
<b>CLIP 26</b> 	<b>La chanson: 'Amis pour la vie'</b> Play the song and ask children to listen out for activities they are familiar with. Play the song again. Display a line from each verse on the board - eg Verse 1 - <i>Elle joue de la guitare</i> ; Verse 2 - <i>Elle préfère lire des mangas</i> ; Verse 3 - <i>Bazil adore faire la cuisine</i> ; Verse 4 - <i>Hector adore faire du vélo</i> . <i>When pupils hear each line they put their hand up.</i>
<b>CLIP 27</b> 	<b>Mme Réponse-à-tout on pronunciation</b> Daisy asks for help with the nasal 'en' sound in <i>lentement</i> . Mme. R-a-t suggests she tries holding her nose to make this French sound.
	<b>Un jeu de créativité (Creativity game)</b> In this game Jean-Baptiste asks children to complete a sentence. He gives them one or two words to start the sentence and Angèle and Mehdi have to complete it by adding just three words. To make it even harder each word has to have 'en' or 'an' in it.

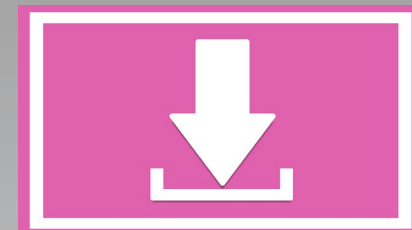
Section	Content
<b>CLIP 28</b> 	<b>L'histoire: Ah les adultes! (Oh those adults!)</b> We follow a week in the life of Clara who is always busy doing something. On Monday she plays her guitar; on Tuesday she makes a cake; on Wednesday she watches a video game. But her parents find her pastimes very noisy and complain. On Sunday, Clara is quietly reading a comic. Her mother wants to know if Clara is all right as she is so quiet. Clara feels she can't win! <i>At the end of story ask children to explain, in English, what the story is about.</i>
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell to their listeners. <i>If children are familiar with the programme, ask them to join in with Jean-Baptiste and Juliet as they bid farewell to listeners.</i>

## Before listening

- Introduce or revise the question *Qu'est-ce que tu aimes faire le week-end?* (What do you like to do at the weekend?). Can children work out what this question means? Present some answers using images from these Notes or the internet to help with understanding: *J'aime lire des bandes dessinées; J'aime écouter de la musique; J'aime faire du roller; J'aime faire des gâteaux; J'aime jouer avec mon chien; J'aime regarder des films sur l'ordi.*
- Agree some actions with the class for the activities above. Call out one of the activities and the class does the action.
- Play 'Vrai ou faux'. Mime one of the activities as you say - eg *J'aime faire du roller*. If the action matches the sentence the class call out *vrai*. If it doesn't they call out *faux*.
- Explain the gist of the song 'Amis pour la vie' ('Friends for life'). Verse 1 - some of the friends like singing to the guitar while others prefer records (*les vinyles*) but they all agree music is fantastic. Verse 2 - Alexis likes watching comedy on his computer (*l'ordi*) but Mouna prefers reading comics but they all agree video games are fun. Verse 3 - Bazil, Alexis and Aline adore cooking. They all agree chocolate cake is delicious. Verse 4 - At the park Hector likes to cycle and Lucie likes walking her dog but Bazil's favourite is roller-blading. However, they all agree it's great to be outside.

# 7

## Les loisirs (Hobbies)



Click to download the programme as an mp3 file immediately

## Links

A video clip of [My favourite hobby](#) (BBC French series for children 'Virtually there')

Activities linked to [sports and hobbies](#) (BBC Primary French website)

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Launch song video

Print / download the Transcript / translation file



## La chanson: 'Amis pour la vie'

Le mercredi après-midi,  
moi, j'aime chanter avec Lucie.  
Elle joue de la guitare  
Hector trouve ça bizarre.  
Il préfère écouter des vinyles  
Avec Aline et Bazil.  
Mais on aime tous la musique!  
On est d'accord, c'est fantastique!

Très souvent avec Alexis  
On regarde des films sur l'ordi,  
surtout des comédies  
et on rit, hi, hi, hi!  
Mais Mouna n'aime pas trop ça.  
Elle préfère lire des mangas.  
Mais pour les jeux vidéos,  
on est d'accord, c'est rigolo!

(Chorus)  
Avec Lucie, Bazil, Hector,  
Mouna, Aline et Alexis,  
on n'est pas toujours d'accord,  
mais on est amis pour la vie,  
pas seulement le mercredi.

Bazil adore faire la cuisine  
avec Alexis et Aline.  
Ils font des sauces amères.  
Moi, je préfère les desserts,  
les crèmes et les biscuits.  
Je trouve ça vraiment exquis!  
Pour les gâteaux au chocolat,  
on est d'accord, on aime tous ça!

On va au parc quand il fait beau  
Hector adore faire du vélo.  
Lucie promène le chien.  
On s'amuse super bien!  
Bazil préfère le roller  
Avec son frère et sa sœur.  
On adore tous être dehors.  
Pour ça, on est toujours d'accord!

(Chorus)

## After listening

- Explain to the class that to describe what they like to do after school and weekends they need to start with the phrase *J'aime*. They would then need to add 'infinitive' form of the verb which is the French word you would find in a bi-lingual dictionary if you looked up - eg dance, ice-skate.
- Using the interactive whiteboard write the phrase *J'aime* on one side and then *danser, jouer, nager, lire, chanter* (dancing, playing, swimming, reading, singing) on the other side. Children come to the front and drag and drop one of the action verbs to make a sentence - eg *j'aime nager*.
- Play the 'Chain game'. Children stand in a circle. One child begins the game by asking - eg *Tu aimes danser?* The next children replies *Oui, j'aime danser* and chooses a question for next child in the circle e- g *Tu aime chanter?* and so on round the circle. Confident children might like to reply - eg *Non, je n'aime pas chanter*.
- Ask the class to mime - eg *J'aime nager* and introduce the adverb *lentement* or *rapidement*. Repeat with *chanter, lire, danser*. Can children remember Mme R-a-t's explanation on how to make adverbs in French? Most adverbs in French end in *-ment*. Other examples: *vraiment, calmement, simplement, seulement*. Practise the 'en' sound and ask volunteers to show how well they can say these adverbs.
- Explain to children how they can talk about a wider range of hobbies. Write *J'aime* on the interactive whiteboard and a selection of phrases using *faire de/jouer de* eg *faire du roller, faire du vélo, faire des gâteaux, jouer de la guitare* (roller-blading, cycling, baking cakes, playing the guitar). Practise making sentences together as a class and then give children some time to practise in pairs.

## Follow-up activities

- Practise pronunciation of *vraiment, calmement, simplement, seulement*, focusing on the 'en' sound. Practise the sentences from *Un jeu de créativité* (See Section 6): *Mes parents sont vraiment amusants. Maman danse lentement. Les chansons d'Angèle sont fantastiques!* Ask the class to keep an eye out for *en/an* words. When they find one they write it on the board and ask the class to pronounce it.

- Role-play 'Mme Réponse-à-tout on grammar' with one child taking on the role of Daisy and another child Mme R-a-t. The question for the week is: What do most adverbs in French end in?
- Start PE warm-ups by calling out a familiar verb - eg *Nagez! Dansez! Sautiez! Marchez!* The class moves round the hall swimming, dancing, jumping or walking. As they move around the hall, call out either *lentement* or *rapidement* and children adapt their movement to fit the adverb.
- Create a display titled: *Qu'est-ce que tu aimes faire le week-end?* (What do you like doing at the weekend?) Children draw a portrait of themselves and add a speech bubble - eg *J'aime faire du vélo*.
- The last two lines of the chorus of the song are *...mais on est amis pour la vie/pas seulement le mercredi* (We're friends for life not just on Wednesdays). Until very recently all schools in France closed on Wednesday afternoons and some closed for all of Wednesday. This only changed recently.
- Watch a video clip from You Tube of [children talking about playing instruments in Martinique](#).

## Additional information for teachers

When using two verbs in the same sentence that relate to the same subject, only the first will be conjugated. The second will be in the infinitive form. For example I like reading/I like to read - *J'aime lire*. The same applies to sentences in the negative - *Je n'aime pas lire*.

There are three different ways of using *de* after *faire*, when used with sports and activities. The preposition *de* changes according to what follows. When *de* is followed by the masculine definite article, *le*, it contracts into a single word: *du*. Instead of writing or saying *j'aime faire de le roller*, the *de + le* join together to give *du*. When followed by the feminine definite article, *la*, the *de* and the *la* remain separate - *j'aime jouer de la guitare*. When followed by the plural definite article (masculine or feminine - *les*) the *de* and the *les* join together to give *des* - eg *j'aime faire des gâteaux*.

When talking about playing musical instruments the construction is *jouer + de* (masculine nouns) - eg *Je joue du piano*; and *jouer de la* (feminine nouns) eg - *Je joue de la guitare*.

# Les loisirs



faire des gâteaux



regarder des films sur l'ordi



écouter de la musique



jouer avec mon chien



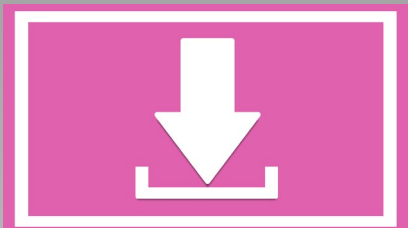
lire des bandes dessinées



faire du roller

# 8

## Les vêtements (Clothes)



Click to download the programme  
as an mp3 file immediately

### Links

Activities [linked to pronunciation](#)  
(BBC Primary French)

Clear and age-appropriate explanation of [French adjectives](#)

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file

### Content grid

Section	Content
<b>CLIP 29</b> 	<b>Bonjour à tous et à toutes</b> Juliet and Jean-Baptiste wish Oscar a nice time au <i>défilé de mode</i> (at the fashion show). <i>Who is the message for this week?</i>
	<b>Un jeu de mémoire</b> In this game children have to remember ten items of clothing. As the game progresses, encourage children to join in with listing the items of clothing.
	<b>Mme Réponse-à-tout on grammar</b> George wants to know why the French for trousers is <i>un pantalon</i> and not <i>des pantalons</i> . Mme R-a-t explains that many words for clothes in English are plural words such as shorts, tights, pyjamas, and jeans. But this is not the case in French, so it is <i>un short, un collant, un pyjama, un jean</i> .
<b>CLIP 30</b> 	<b>La chanson: 'Je m'habille toujours pareil'</b> <i>Ask children to join in with the chorus when they are ready.</i>
<b>CLIP 31</b> 	<b>Mme Réponse-à-tout on pronunciation</b> George asks for help with pronouncing <i>soleil</i> and <i>pareil</i> . Mme R-a-t has an amusing rhyme to help practise words with <i>eil/eille</i> sounds.
	<b>Un jeu de l'intrus (Odd one out)</b> Can children identify the odd one out before the children on the radio?
<b>CLIP 32</b> 	<b>L'histoire: Oscar et la mode (Oscar and fashion)</b> Oscar and Clara are at a fashion show but are not impressed: they both think fashion shows are a waste of time. Oscar tells Clara he always wears the same thing - shorts or jeans and a T-shirt. <i>At the end of story, pause the programme and ask children to recall what clothes Oscar packs for his holiday.</i>
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell.

### Before listening

- Introduce the clothes featured in *Un jeu de mémoire* using real items of clothing if possible, or images from these Notes or the internet: *une jupe, un pull, un pantalon, une chemise, une veste, des baskets, des chaussures, des chaussettes, des gants, un foulard* (skirt, jumper, trousers, shirt, jacket, trainers, shoes, socks, gloves and scarf).
- Ask the children to help you categorise the clothes. Revise the concept of gender and explain that words for clothes are either masculine or feminine. So you will be sorting clothes into a masculine pile (ie words using *un*) and a feminine pile (ie words using *une*). A third pile will be for words which are plural and use *des*. Hold up the items of clothes and model pronunciation. Children repeat and point to one of the three piles.
- Ask children to listen out for Mme R-a-t's explanation on what to remember when saying jeans, trousers, shorts, tights and pyjamas in French.
- Play 'Odd one out' in English to help children follow *Un jeu de l'intrus* in the programme. Which is the odd one out: 1 - shorts, trousers, jeans or shirt? 2 - socks, trainers, gloves or shoes? Explain that in the programme the items of clothing will be in French but the rules of the game will be the same.

### After listening

- Play '*Un jeu de mémoire*'. Introduce two or three words at a time - *une jupe, un pull, un pantalon...une chemise, une veste, des baskets...des chaussures, des chaussettes...des gants, un foulard*. Can the class manage to recall a list of 10?
- Ask the class if they can remember George's question about *un pantalon* and Mme R-a-t's explanation? Allow a few minutes for discussion in pairs. Pairs feedback their answers to the class.
- Play the song again. Children mime putting on different items of clothing - eg *Quand il fait froid, je mets le manteau de Papa, et des gants à pois* (When it is cold, I put on dad's coat, and polka dot gloves).

- Can the class remember the chorus of the song? *Neige, pluie ou soleil/je m'habille toujours pareil./Un jean et des baskets/rouges, orange ou violette*s. Repeat the chorus as a class two or three times. Now repeat just the line *Un jean et des baskets rouges, orange ou violette*s. Which three words are adjectives? To highlight how the position of these adjectives is different in French to English, write each word of the French phrase on a separate piece of paper. Repeat for the English translation: Jeans and red, orange or violet trainers. Give out the sheets to individual children and ask them to make two 'human sentences' - one in French and one in English. Compare the two sentences to establish that adjectives of colour always come after the noun in French.
- For additional challenge, write the sentence *Je mets un tee-shirt rigolo et un beau chapeau* on the board. In small groups ask children to identify the two adjectives and discuss whether all adjectives in French come after the noun.

## Follow-up activities

- Say or sing the chorus from this programme's song: *Neige, pluie ou soleil/je m'habille toujours pareil./Un jean et des baskets/rouges, orange ou violette*s. Practise the pronunciation of *soleil* and *pareil* and recall a part of Mme R-a-t's rhyme to help with the sound *eil/eille* - *Une vieille abeille met le soleil en bouteille* (An old bee puts the sun in a bottle). Say the rhyme regularly throughout the week. You may like to write the rhyme on the board to highlight how this sound is written.
- Watch the BBC video clip '[They speak très chic](#)' from the series 'Virtually there'.
- Perform the song *Je m'habille toujours pareil* in assembly. Class could be divided into three groups with each group singing and acting out its own verse.
- In groups, children set up their '*Jeu de l'intrus*' with clothing vocabulary from the programme.
- Display the following text from the story: *Il y a...un short bleu, un short rouge et un short vert...un jean gris, un jean noir, un jean violet...sept tee-shirts...un chapeau orange et un chapeau blanc...des lunettes de soleil...* Ask children to write a list of Oscar's holiday clothes.

- Hold a class fashion show using language from the story - eg *Voilà Enzo avec un jean violet et des baskets noires... Il porte aussi une chemise grise... C'est beau et c'est sympa pour les vacances!*

## Additional information for teachers

In *Un jeu de mémoire* items of clothing are listed using the indefinite article *un, une* or *des* - *un pull, une chemise et des gants* - just as we would use *a, an* or *some* in English (a jumper, a shirt and some gloves). In *Un jeu de l'intrus* (Odd one out) the clothes listed use the definite article *le, la, les* - *le jean, la chausure, les lunettes*. This is because in this game we are talking about specific items of clothing. It is the same in English - *ie* is the odd one out the jeans, the shoe or the glasses?

Many adjectives in French, including colours, follow the noun. However, some come before - eg *Je mets un tee-shirt rigolo et un beau chapeau*.

You can use software (such as Google Translate) to listen to the pronunciation of *pareil, soleil* and other words with *eil/eille*. Select 'French' from the drop down menu, type in the word and then press the sound icon to hear the word spoken.

## La chanson: 'Je m'habille toujours pareil'

Quand il fait froid,  
je mets le manteau de Papa  
et des gants à pois.  
Et toi? Toi,  
Tu mets quoi  
Tu mets quoi  
quand il fait froid?

(Chorus)  
*Neige, pluie ou soleil,  
je m'habille toujours pareil.  
Un jean et des baskets  
rouges, orange ou violette*s.

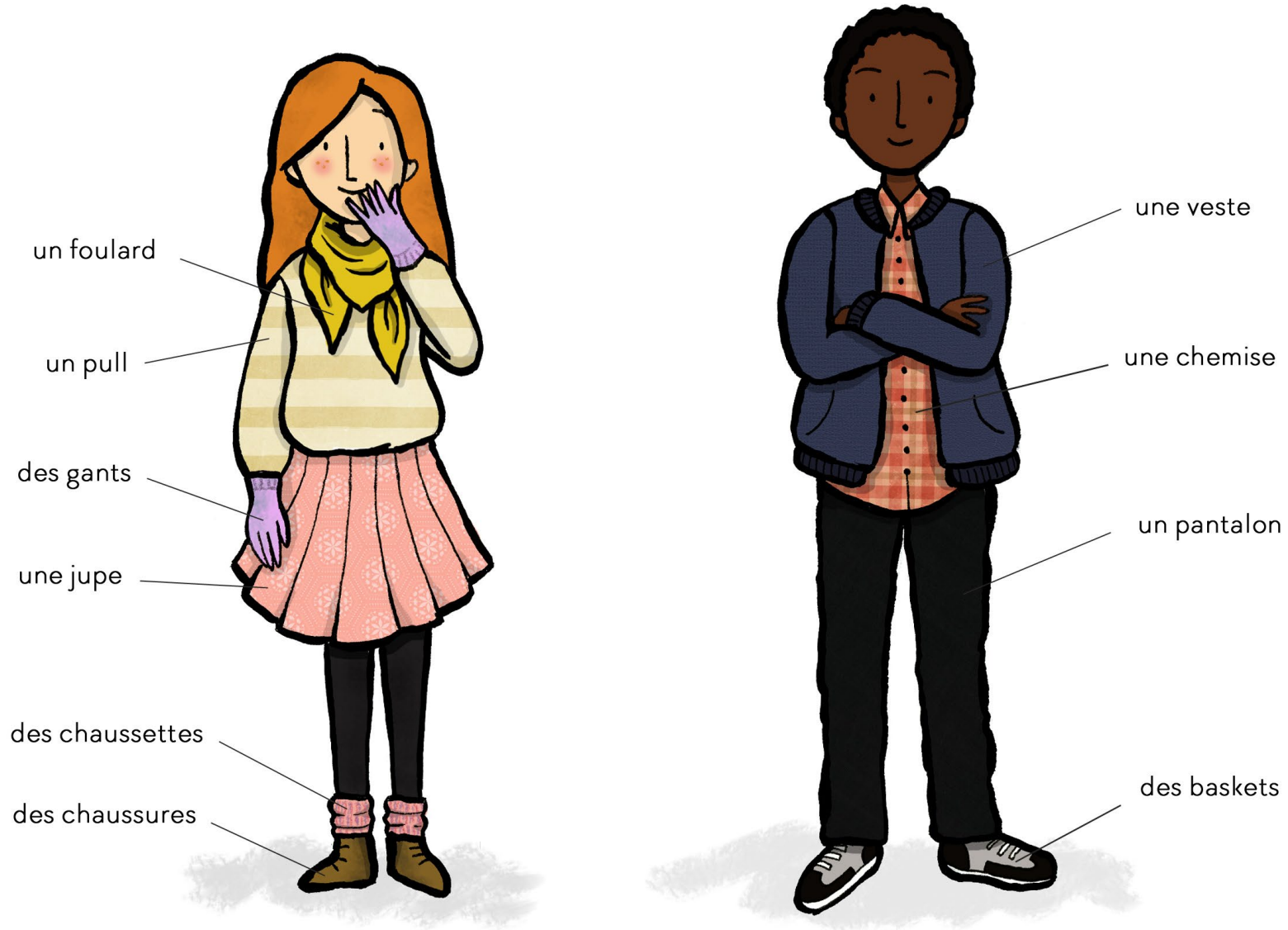
Et quand il pleut,  
je mets une capuche sur mes cheveux  
et ma veste bleue.  
Et toi? Toi,  
Tu mets quoi  
Tu mets quoi  
quand il pleut?

(Chorus)  
*Neige, pluie ou soleil,  
je m'habille toujours pareil.  
Un jean et des baskets  
rouges, orange ou violette*s.




Quand il fait chaud,  
je mets un tee-shirt rigolo  
et un beau chapeau.  
Et toi? Toi,  
Tu mets quoi  
Tu mets quoi  
quand il fait chaud?


(Chorus)  
*Neige, pluie ou soleil,  
je m'habille toujours pareil.  
Un jean et des baskets  
rouges, orange ou violette*s.

# Les vêtements



## Content grid

Section	Content
<b>CLIP 33</b> 	<b>Bonjour à tous et à toutes</b> Juliet and Jean-Baptiste wish Ali a good day at school. <i>Ask children how they would say 'Have a good day at school' in French (Bonne journée à l'école).</i>
	<b>Mme Réponse-à-tout on French schools</b> Lubna wants to know some information about primary schools in France - in particular what are the different year groups called? <i>Pause the programme to ask pupils the age children start school in France and the age they move to secondary school.</i>
	<b>Le jeu de l'intrus (Odd one out)</b> The presenters challenge Angèle and Mehdi to play 'Odd one out'. They give them a selection of words linked to primary school but one is the 'odd one out'. <i>Encourage children to listen carefully for any school subjects they recognize.</i>
<b>CLIP 34</b> 	<b>La chanson: 'Dans mon école'</b> <i>Ask children to join in with the chorus when ready.</i>
<b>CLIP 35</b> 	<b>Mme Réponse-à-tout on grammar/pronunciation</b> Lubna wants to know the difference between <i>préfère</i> and <i>préférée</i> . Mme R-a-t explains that <i>préférée</i> means 'favourite' - eg <i>Ma matière préférée, c'est la musique</i> (My favourite subject is music); the other word - <i>préfère</i> - is used as a verb: <i>Je préfère la musique</i> (I prefer music). She also has some advice on the pronunciation of both these words.

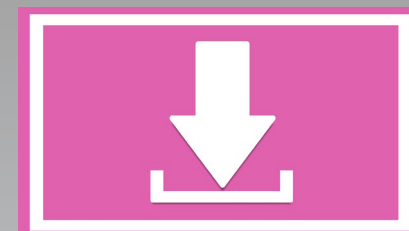
Section	Programme content
<b>CLIP 36</b> 	<b>L'histoire: Angèle s'énerve (Angèle gets angry)</b> Angèle's parents are having a party. Angèle is getting fed up with everyone asking her how old she is, what year she is in, what's her favourite subject, etc so she pretends to be 13-year-old Philomène who loves studying philosophy at secondary school. <i>At the end of story, pause the programme and ask children to explain, in English, why Angèle is so fed up.</i>
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell to their listeners. <i>If children are familiar with the programme, ask them to join in with Jean-Baptiste and Juliet as they bid farewell to listeners.</i>

## Before listening

- Programme 9 is about school in France and the subjects children learn in primary school. Explain briefly the age groupings for children at primary school: Ages 6 - 7 = CP; 7 - 8 = CE1; 8 - 9 = CE2; 9 - 10 = CM1; 10 - 11 = CM2 (for an explanation of the abbreviations see 'Additional information for teachers'). *Which year group would the children be in?*
- Using images from these Notes or the internet to support understanding, introduce or revise the following subjects a few at a time: *le français, l'anglais, l'histoire, les maths, l'éducation physique, les sciences, la musique, la géographie, la technologie*. NB *l'éducation physique* is also known as *L'EPS*.
- Which subjects sound similar and which sound different? Another important part of the school day is *la récré* (playtime). Ask children to listen out for *la récré* on the programme.
- Introduce the question *C'est quoi ta matière préférée?* (What's your favourite subject?). Model some responses - eg *l'histoire* - and then walk round the class inviting volunteers to answer the question.

# 9

## L'école (School)



Click to download the programme as an mp3 file immediately

## Links

[Qu'est-ce que tu préfères?](#)

(A You Tube video clip made in Martinique where this question is used to ask children about a wide range of topics including food, season and sport.)

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Launch song video

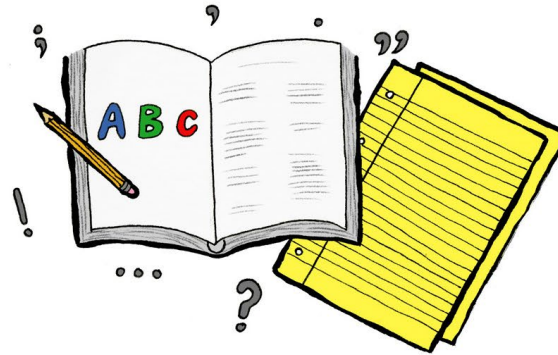
Print / download the Transcript / translation file



# Les matières



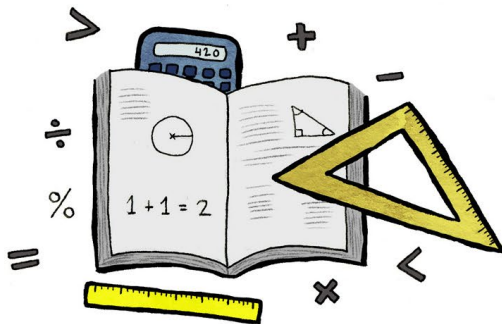
le français



l'anglais



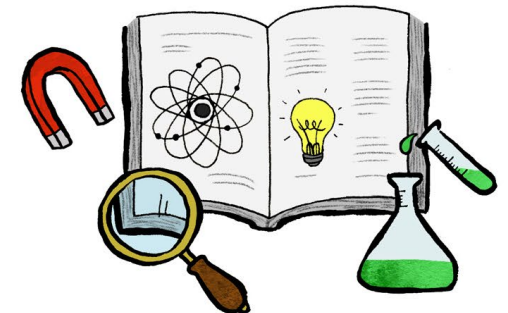
l'histoire



les maths



l'éducation physique (l'EPS)



les sciences



la musique



la géographie



la technologie

## After listening

- Use the interactive whiteboard to create a noughts and crosses grid with school subjects hidden beneath each square. Divide the class into two groups to play *Le morpion* ('Noughts and crosses'). When a child chooses a square and sees the subject underneath, they give their answer beginning with *Ma matière préférée, c'est le...*
- Write the school subjects on the board in French (*le français, l'anglais, l'histoire, les maths, etc*) and in English or give pairs of children a list to share. Invite comments on the differences in the French spelling of subjects which sound similar to English.
- Talk about the use of 'the'. In English we say music, maths and omit 'the' but the French always include it - la musique (the music) les maths (the maths). Draw children's attention to *l'anglais, l'éducation physique* and the use of *l'* before a noun starting with a vowel. Ask children to think about the word *l'histoire* and why that might begin with *l'*.
- Replay Mme R-a-t's explanation for the pronunciation of *préfère* and *préfére* and practise the rhyme *Je préfère répéter qu'Hélène est l'élève préférée de Thérèse*. Write *préfère* and *préfére* on the board and say them aloud pronouncing the difference clearly. As they are both spelt the same way, why are they pronounced differently? Ask children to draw an accent *aigu* in the air (*é*) and also an accent grave (*è*), explaining that it is these two accents that affect the pronunciation of e in French words.

## Follow-up activities

- *Nos matières préférées*. Carry out a survey to find out which subjects are popular in the class and display data on the wall. If possible exchange and compare data with a partner school.
- Role-play a street interview to find out children's favourite subjects. Replay the street interview. In groups of 6 children choose an interviewer to interview children asking for their name, age and favourite subject. Select one or two groups to perform their role-play to the class.

- Learn the chorus of the song by heart - *Dans mon école/ dans mon école/on apprend bien/on s'amuse bien* - and sing regularly!
- Watch the You Tube video clip [Mon école](#) in which a young student gives a tour of his primary school in Martinique (published in 2013).

## Additional information for teachers

Year groupings in France		
Age	Name of class in full	Abbreviated
6-7	<i>Cours préparatoire</i>	CP
7-8	<i>Cours élémentaire première année</i>	CE1
8-9	<i>Cours élémentaire deuxième année</i>	CE2
9-10	<i>Cours moyen première année</i>	CM1
10-11	<i>Cours moyen deuxième année</i>	CM2

L'EPS is the abbreviation for Éducation physique et sportive

## La chanson: 'Dans mon école'

Je m'appelle Jonathan,  
J'ai quel âge? J'ai dix ans.  
Je vais à l'école primaire,  
je suis en CM2.  
Dans la classe, on est 22.  
C'est une classe super.

(Chorus)

*Dans mon école,  
dans mon école,  
on apprend bien,  
on s'amuse bien  
on apprend bien,  
on s'amuse bien!  
Dans mon école*

J'ai de bonnes notes, ça va!  
Ma maîtresse est sympa.  
Avec elle, on apprend bien.  
J'aime les sciences et l'anglais,  
Et le sport et le français!  
Je n'oublie jamais rien.

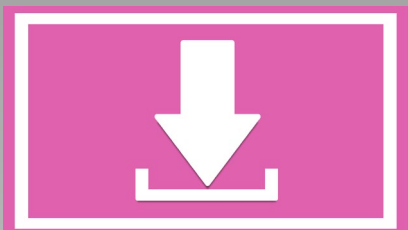
(Chorus)

Mon moment préféré,  
c'est l'heure de la récré,  
car on joue tous dans la cour  
J'ai beaucoup de copains,  
c'est super, on s'amuse bien  
et on rit tous les jours.

(Chorus)

*Dans mon école,  
dans mon école,  
on apprend bien,  
on s'amuse bien  
on apprend bien,  
on s'amuse bien!  
Dans mon école*

# 10 La technologie (Technology)



Click to download the programme as an mp3 file immediately

## Links

[Information on pronunciation](#)  
(BBC Primary French)

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Launch song video



Print / download the  
Transcript / translation  
file

## Content grid

Section	Content
<b>CLIP 37</b> 	<b>Bonjour à tous et à toutes</b> Juliet and Jean-Baptiste have a special message for all their listeners: <i>Bonnes vacances. Amusez-vous bien. Reposez-vous bien!</i> (Have a good holiday. Enjoy yourselves. Get plenty of rest!)
	<b>Un micro-trottoir – A street interview</b> <i>Pause the programme at the start of the street interview and explain that the interviewer is finding out if children like video games.</i>
	<b>Mme Réponse-à-tout on grammar</b> Jawad has heard that there are different ways to ask questions in French. Mme R-a-t suggests, where possible, Jawad, turns a statement into a question: so <i>Tu as un portable</i> becomes <i>Tu as un portable?</i> with rising intonation at the end to indicate it is a question.
<b>CLIP 38</b> 	<b>La chanson: 'Tic, Clic, Clac'</b> <i>Give everyone in the class a line from the chorus. When children hear their line they wave it in the air: Sur la tablette de ma mère/Ou de mon grand frère/j'écoute de la musique/Vraiment fantastique! /J'aime les dessins animés/mais je préfère jouer.</i>
<b>CLIP 39</b> 	<b>Mme Réponse-à-tout on pronunciation</b> Jawad finds it hard to pronounce the difference between 'u' and 'ou' as in <i>tu joues</i> . Mme R-a-t comes to the rescue with some suggestions and rhymes to help with this tricky area of pronunciation.
<b>CLIP 40</b> 	<b>L'histoire: Antoine et la tablette (Antoine and the tablet)</b> Antoine has fallen out with his friend and consoles himself by playing games on his tablet. Suddenly he hears a voice coming from the tablet. 'The voice' asks him all sorts of questions - eg Do you like video games? In the end Antoine gets fed up and goes downstairs where he enjoys peace and quiet with his father. <i>At the end of story ask children to explain, in English, how the story starts and ends.</i>

Section	Content
	<b>Au revoir Radio Labo</b> Jean-Baptiste and Juliet bid farewell to their listeners. <i>The children should be familiar with the closing sequence of the programme. As this is the final programme in the series the farewell is more final. Which phrase is missing? (À la prochaine fois - see you next time).</i>

## Before listening

- Explain that the theme for this week's programme is technology. Display on the board the following key vocabulary from the programme or give pairs of children individual lists: *un ordinateur* (a computer), *un écran* (screen), *une tablette* (tablet), *un portable* (a mobile phone), *des jeux vidéos* (video games), *des dessins animés* (cartoons). Read them aloud. Allow children, in pairs, several minutes to read the vocabulary and have a go at working out their meaning in English. Children share their suggestions with the class.
- Using images from these Notes and the internet, present the vocabulary again with children echoing.
- Play *Vrai ou faux*. Point to one of the images eg *une tablette* calling out either *une tablette* or another word from this programme's key vocabulary - eg *un écran*. Children put thumbs up or down to confirm whether it is *vrai* ou *faux*.

## After listening

- Can the class recall Mme R-a-t's advice to Jawad on asking questions? Mme R-a-t suggests the simplest way is to turn a statement such as *Tu aimes les jeux vidéos* (You like video games) into a question by using rising intonation at the end of the statement. Practise, orally, turning several statements into questions - *Tu regardes des films? Tu as un portable? Tu aimes les dessins animés?*
- Asking questions in this informal way also helps with giving answers. Practise asking and answering the following questions: 1. *Tu aimes les jeux vidéos? Oui, j'aime les jeux vidéos.* 2. *Tu regardes des films? Oui je regarde des films.* 3. *Tu as un portable? Oui j'ai un portable.*

- Listen again to the street interview. Pause the programme after each interview. Does Lucas like video games? Which phrase does he use to say he really doesn't like video games? (*Je déteste*) What does he prefer to do? Does Leila have a phone? Ask children to think about the strategies they used to help them pick out this information.
- Practise the difference in pronunciation of 'u' (eg *tu*) and 'ou' (eg *joues*). A tip from Mme R-a-t is that the sound 'u' is made with lips pursed with the tongue behind the teeth. Practise the sound with the sentence: *Les bulles sont super amusantes* (Bubbles are super fun). The sound 'ou' is made at the front of the mouth and with lips pushed forward into a round shape: *Loulou joue souvent aux boules avec vous*. (Loulou often plays 'boules' with you)
- Display the extract from the interview with Leila as a dialogue. Practise reading aloud to the class to support pronunciation. Invite two volunteers to take on the role of Jean-Baptiste and Leila (you can choose a French boy's name as an alternative to Leila). Give out the dialogue to pairs of children. They practise together taking it in turns to be the interviewer and then the interviewee:  
*J-B: Bonjour. Tu t'appelles comment?*  
*Leila: Je m'appelle Leila.*  
*J-B: Tu as quel âge?*  
*Leila: J'ai onze ans.*  
*J-B: Tu as un portable?*  
*Leila: Non.*  
*J-B: Tu aimes les jeux vidéos?*  
*Leila: Oui, je joue de temps en temps.*  
*J-B: Tu joues sur quoi? Sur une tablette?*  
*Leila: Sur l'ordinateur à la maison. Ou sur la tablette d'une copine!*  
*J-B: Merci.*

## Follow-up activities

- Practise the pronunciation of 'u' and 'ou' by repeating frequently *Les bulles sont super amusantes* and *Loulou joue souvent aux boules avec vous*. Set children a challenge to find, write down and read aloud ten 'u' words and ten 'ou' words.

- Ask children to personalize the dialogue of the street interview by changing names, age of interviewee and focus question - eg *Tu as un portable?/Tu aimes les dessins animés?* Children practise their dialogues and perform them to the class. Alternatively, they can record/or video their dialogues to play back to the class. Class give feedback using two stars and a wish - ie two positive comments and, if appropriate, a suggestion on how the pair could improve their performance.
- For additional challenge ask children to write out their dialogues as a script.
- Listen to the song 'Tic, Clic, Clac' and ask children to join in with the chorus.
- Role-play the routine for Radio Labo going live and signing off.

## Additional information for teachers

In this series, the verb *jouer* (to play) has been used in three different contexts:

- *Jouer à* - playing sport in a team or with an opponent you would usually use *jouer à* eg *Je joue au tennis*
- *Jouer de* - when talking about playing musical instruments: eg *Je joue du piano* (*du* = masculine noun); *Je joue de la guitare* (*de la* = feminine noun)
- *Jouer sur* - when talking about playing games on computers, mobiles etc: eg *Tu joues sur quoi? Sur l'ordinateur.*

## La chanson: 'Tic, Clic, Clac'

Les jeux vidéos,  
c'est très rigolo.  
Les jeux vidéos,  
c'est très rigolo.  
Les jeux vidéos,  
c'est très rigolo.  
Je joue cinq minutes,  
encore cinq minutes.  
Tic, clic, clac!  
Bling, wosh, clac!  
Je ne gagne pas souvent,  
mais de temps en temps!

(Chorus)

*Sur la tablette de ma mère  
Ou de mon grand frère,  
Sur la tablette de ma mère  
Ou de mon grand frère,  
j'écoute de la musique  
Vraiment fantastique!  
J'aime les dessins animés,  
mais je préfère jouer.*

Je joue sur écran,  
c'est très amusant!  
Je clique sur des bulles  
et encore des bulles.  
Bing, boing, flash!  
Clic, pop, flash!  
Il y a des petits carrés  
rouges, verts et violets.

Je ne suis pas accro  
aux jeux vidéo.  
Je ne joue pas la nuit,  
et pas dans mon lit.  
Ha, ha, wouah!  
Boum, hou, wouah!  
Je joue dans le jardin  
avec mes copains.

(Chorus)

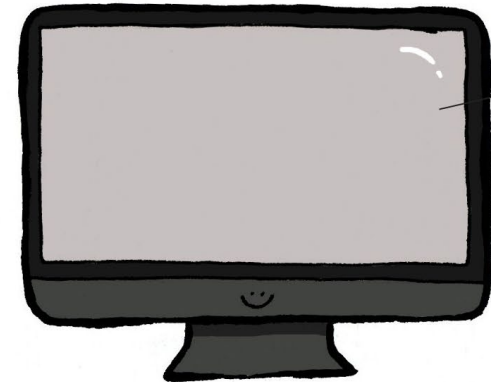
# La technologie



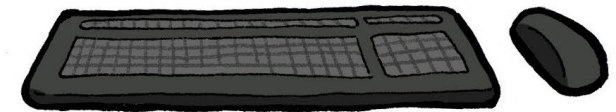
une tablette



un portable



un écran



un ordi / un ordinateur



des jeux vidéos



les dessins animés