

Les quatre saisons (The four seasons)

5. Conscience alley

Prior Knowledge: It is helpful if children already know how to use tone and facial expression when speaking to convey meaning.

<p><u>Objectives</u></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><u>Support</u></p> <p>For the second activity, some children may benefit from having pictures of summer and winter scenes on their tables.</p> <p>In the Conscience Alley activity, allow less confident children to whisper one or two words only.</p> <p><u>Extension</u></p> <p>Encourage more confident children to use conjunctions and qualifiers such as <i>trop</i> (too) and <i>très</i> (very) could be used to add emphasis to their descriptions.</p>	<p><u>Main</u></p> <p>Display antonyms from Session 4 in random order on the board. Write a number next to each one and ask children in pairs to write down the numbers of the matching words. They feed back their answers.</p> <p>Play a word association game, where you call out a colour and children reply with a season. This could be played in pairs or groups. Revise seasons and extend descriptions, e.g. <i>Il fait chaud et c'est une saison heureuse, colorée et claire ... Les couleurs sont le vert, le jaune et le rouge ... C'est quelle saison?</i> (It is hot and the season is happy, colourful and light ... The colours are green, yellow and red ... What season is it?) Children listen and respond. Highlight the phrase <i>c'est une saison heureuse</i>, and draw children's attention to the word <i>heureuse</i> and its pronunciation. Ask children which word does it remind them of from Session 4 to elicit <i>heureux</i>. Explain that both words mean happy. Allow children a few minutes to discuss, in pairs, why these two words, each with the same meaning, are written differently. Children feed back. Remind children of other adjectives that change their spelling to 'agree' with the noun e.g. <i>blanc / blanche</i>.</p> <p><u>ICT Opportunities:</u> Write a descriptive clue for each season on the interactive whiteboard with the answer concealed by an opaque shape. When the children have correctly worked out the solution, remove the shape with the eraser tool and reveal the answer underneath. Repeat the process with the other seasons.</p> <p>Explain to children that they are going to prepare a performance where they will personify the four seasons and persuade others that their season is the best. Revise some, or all, of the poem from Session 3 and model selected lines that children will need for this activity, e.g. <i>Viens, viens, viens, l'hiver est sur le chemin</i>. You could also add <i>Viens/ reste chez moi</i>. Children then add their own adjectives to describe their season. In groups of four, children take on a different season and add their own adjectives. Children feed back suggestions for seasons. Model how these could be used with the structure <i>tout est ... clair/froid/chaud</i> (everything is ... light/cold/hot).</p> <p>Children work with a talk partner (who has the same season) to develop and practise their lines. Encourage accurate pronunciation, intonation and rhythm. Highlight the importance of gestures, body language and facial expression.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Note the masculine and feminine forms of the adjectives in this session:</p> <p><i>Tout est chaud (m) c'est une saison chaude(f)</i></p> <p>For the following adjectives add an e to make them feminine:</p> <p><i>froid / froide, clair / claire, coloré / colorée, agité / agitée</i></p> <p>For the adjectives ending in -x or -o, the feminine form is as follows:</p> <p><i>heureux / heureuse, sérieux / sérieuse, rigolo / rigolote</i></p> <p>The following adjectives which end in an e in the masculine form do not change:</p> <p><i>sombre, triste, terne, calme</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Adjectives: Remind children about the difference between masculine and feminine adjectives, e.g. colours: <i>blanc / blanche</i>.</p> <p>Point out the difference between <i>Tout est heureux (m)</i> = everything is happy and <i>C'est une saison heureuse(f)</i> = it's a happy season</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[u] <i>ou</i> – <i>couleurs, rouge</i></p> <p>Silent final consonants on adjectives are pronounced when an e is added: <i>une saison heureuse</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Silent final consonants on adjectives are pronounced when an e is added: <i>une saison heureuse</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Ask and answer questions • Memorise a rhyme and repeat this with correct pronunciation and intonation • Use tone of voice to help convey meaning 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading - Comprehension</u> – Years 5 – 6</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>		
<p><u>Throughout the week</u></p> <p>Children say their speaking parts from the Conscience Alley activity, and others guess what season it is.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Pictures of the seasons for support • Antonym word cards 		
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Encourage children to imagine how it feels in their season, and then express this through their tone of voice and gestures in the Conscience Alley. 			

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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>Pour ce jeu vous devez trouvez les antonymes.</i>	For this game you have to find the antonyms.	<i>l'hiver</i> (m) <i>le printemps</i> <i>l'été</i> (m) <i>l'automne</i> (m)	winter spring summer autumn
<i>Moi, je vais dire une couleur et vous allez dire une saison.</i>	I'm going to say a colour and you're going to say a season.		
<i>Il fait chaud et c'est une saison heureuse, colorée et claire ... Les couleurs sont le vert, le jaune et le rouge ... C'est quelle saison ?</i>	It is hot and the season is happy, colourful and light ... The colours are green, yellow and red ... What season is it?		
<i>l'hiver</i> (m)	winter	<i>chaud/froid</i>	warm/cold
<i>le printemps</i>	spring	<i>clair/sombre</i>	light/dark
<i>l'été</i> (m)	summer	<i>heureux/triste</i>	happy/sad
<i>l'automne</i> (m)	autumn	<i>coloré/terne</i>	colourful/dull
		<i>agité/calme</i>	excited/calm
		<i>rigolo/sérieux</i>	funny/serious
	Poem <i>Le retour du printemps</i> (the poem is available at the end of this unit)	<i>Viens/Reste chez moi</i> <i>Les couleurs sont ...</i> <i>C'est une saison ...</i>	Come to / Stay (singular) with me The colours are ... It's a ... season.
<i>chaud/froid</i>	warm/cold		
<i>clair/sombre</i>	light/dark		
<i>heureux/triste</i>	happy/sad		
<i>coloré/terne</i>	colourful/dull		
<i>agité/calme</i>	excited/calm		
<i>rigolo/sérieux</i>	funny/serious		
<i>Viens/Reste chez moi</i>	Come to/Stay (singular) with me		
<i>Les couleurs sont ...</i>	The colours are ...		
<i>C'est une saison ...</i>	It's a ... season.		