### About this pack
In this pack students learn how to talk about their favourite object. They will use the indefinite article to name the item, and then use the high-frequency structure c’est with various adjectives to describe the material it is made from and its shape.

The premise is given that their French teacher is putting together a time capsule and has asked for contributions from all students who must provide a picture of their favourite item, together with a description using the key language. Their descriptions should be either written or filmed and the teacher will then compile a written or electronic scrapbook for the class.

Throughout the activities, students are given the opportunity to build from single vocabulary items, onto longer descriptive sentences. There are a number of cognates and much of the core vocabulary can be deduced. There is also a strong emphasis on dictionary skills as students are required to come up with some ideas about their own favourite things, and those of other people. In addition students should begin to get a feel for when to use c’est, as well as mon/ma/mes.

Students may also watch a video extract from Allez 1, showing French teenagers discussing their favourite objects. This clip is available at www.oxfordsecondary.co.uk/allez.

Differentiation: Some activities are differentiated at 3 levels, bronze for lower, silver for core and gold for higher.

### Cultural focus
Students learn about the key interests of French people, particularly through reference to the poster.

**Prior knowledge:** the French alphabet (optional); colours (optional)

### Objectives

**Vocabulary:**
- Discover and learn favourite object vocabulary, and shapes and materials
- Discover new vocabulary by using a bilingual dictionary
- Decode words

**Grammar:**
- Use indefinite articles
- Recognise and use c’est
- Ask questions
- Use adjectives

**Skills:**
- Use knowledge of cognates to decipher unknown vocabulary
- Use substitution skills to make new sentences
- Use a bilingual dictionary to work out and find new vocabulary
- Work with a partner and in a group to practise language

### Resources

**From this pack:**
- Poster
- Introduction: Worksheet 1
- Vocabulary: Worksheet 2 - Vocabulaire
- Reading: Worksheet 3 - Lire
- Speaking: Worksheet 4 - Parler
- Writing: Worksheet 5 – Écrire

**Extra**
- Bilingual French-English dictionaries

### Suggested order of activities

Introduce favourite items vocabulary (see poster), as well as shapes and materials.

Vocabulary worksheet, activities 1, 2
Reading worksheet, activity 1
Writing worksheet, activity 1
Speaking worksheet, activity 1
Vocabulary worksheet, activities 3, 4, 5
Reading worksheet, activities 2 and 3
Speaking worksheets, activities 2 and 3
Cultural focus – Interests in France (see poster)
Writing worksheet, activities 2,3
Writing worksheet, activity 4 – preparation of final product.
### Key language

**Favourite items**
- une peluche
- une tablette
- une console de jeux vidéo
- une collection de BD
- un portable
- une petite voiture
- un ballon de foot

**Shapes**
- un rond, un rectangle, un carré
- une sphère, un ovale, un triangle

**Materials**
- plastique, métal, velours, coton
- céramique, bois, papier, tissu, cuir

*c’est (en...)*

### PLTS

**Independent enquirers:**
- Identify questions to answer, and problems to resolve
- Support conclusions, using reasoned arguments and evidence

**Creative thinkers:**
- Connect their own and others’ ideas and experiences in inventive ways
- Try out alternatives or new solutions and follow ideas through

**Reflective learners:**
- Assess themselves and others, identifying opportunities and achievements
- Invite feedback and deal positively with praise, setbacks and criticism

**Team workers:**
- Collaborate with others to work towards common goals
- Provide constructive support and feedback to others

**Effective participators:**
- Identify improvements that would benefit others as well as themselves

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### Starters
- Practise favourite object vocabulary on the poster
- Practise materials on the poster
- Practice shapes by using every day items and holding them up
- Word seeds: Put a selection of clue words on the board and students have to think of which item you are thinking e.g. rectangle, plastique, noir = mon portable.
- Serpent vivant: Name an item of vocabulary that you will be using, and write it on the board. Students have a race in teams to think of a word that begins with the last two letters of the word you gave. e.g. tablette - téléphone Continue to the next word.
- Practise using a bilingual dictionary

### Plenaries

**Bronze** Students categorise the objects mentioned in the lesson according to their preference. Perhaps introduce as ‘if you could only keep two of these items...’

**Silver** As above, but students could give information about their choices – perhaps by using their dictionaries and adding further key adjectives. They could add opinions when discussing their choices.

**Gold** More advanced learners should also be expected to understand the ‘bigger picture’ of their learning, self correct/assess their work and set themselves targets for further improvement, including providing evidence of independent learning.

As a general rule, invite students to review and reflect on their learning to evaluate progress and set targets for next lesson.
<table>
<thead>
<tr>
<th>Attainment levels</th>
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<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>AT 2.1-3</td>
<td>Students will be able to ask and answer simple questions and give back basic information. Some will also express their feelings and opinions when taking part in simple conversations.</td>
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<td><strong>Reading</strong></td>
<td>AT 3.1-4</td>
<td>Students will be able to understand the main points from a short written text; some will also be able to understand more of the details. More advanced learners will be able to work out unknown vocabulary in context and translate the text.</td>
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<td><strong>Writing</strong></td>
<td>AT 4.1-4</td>
<td>Most students will be able to write a few short sentences with support, using expressions which they have already learnt, some will also be able to write a longer sentences, and more advance learners will be able to write a paragraph, adapting language they have learnt using this pack.</td>
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<th>Extension and reinforcement</th>
<th>Homework/Self-study</th>
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<td>Students who have started French in KS2 will recycle and revise and build on prior learning, but the materials are also suitable for learners with no prior knowledge. The core structures are reinforced in each language skill area. Students are provided with many opportunities to deepen and extend their knowledge independently, and also have the opportunity to see the language they are using in context through the video clip at <a href="http://www.oxfordsecondary.co.uk/allez">www.oxfordsecondary.co.uk/allez</a>. Dictionary skills are reinforced throughout.</td>
<td>Independent research on French areas of interest such as those mentioned on the poster, environmental issues relating to the materials goods are made out of, devising a shopping channel script with ‘luxury items’ on sale. Students could prepare a presentation for their peers on their favourite item and give a history of the item and why it is so important to them. Citizenship links: Students could reflect on the sorts of items that students might do the same project on in other parts of the world. French speaking places such as Madagascar with its very poor population could be compared to France or the UK.</td>
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**Worksheet notes and answers**

Differentiation in this pack is achieved via a bronze, silver and gold medal system, representing the lower, core and higher abilities. The pack is designed to be flexible, so teachers or students can select the appropriate tasks.

🌟 = Bronze medal 🌟 = Silver medal 🌟🌟🌟 = Gold medal

### Worksheet 2 – Vocabulaire

Depending on prior learning at KS2, it might be wise to pair students together according to their level of experience.

**Activity 1**

Students work individually and try and find items of vocabulary hidden in the word snake. It may be worth pointing out to students that there are only four items and the word for a or an is included.

**Answers:** Une tablette, une peluche, un portable, une console de jeux vidéo, une petite voiture

**Activity 2**

Students match further information about objects with pictures.

**Answers:** a3; b2; c5; d1; e4

**Activity 3**

For this activity, students first have to work out which direction to follow the letters. In fact it is simply left to right. It spells out *C’est un rectangle et c’est en plastique*...

The sentence relates to one of the items in exercise 2 so the answer is **un portable**.

**Activity 4**

Students are asked to use a bilingual dictionary to find the English meaning of some further items. These are words which in some cases may be attractive objects to the students. Some are more unusual.

**Answers:** a. A book (colloquial); b. A mini Hi-fi system; c. A remote controlled helicopter; d. A doll; e. A collection of marbles

**Activity 4**

Students use a dictionary to find the French meaning of five more items of their choice.

### Worksheet 3 – Lire

**Activity 1**

Students look at a list of items and unjumble the words.

**Answers:** Mon portable; mon ballon de foot; ma petite voiture en métal; ma collection de BD; ma peluche; ma tablette ; ma console de jeux vidéo.

**Activity 2**

Students are presented with three short descriptions and have to work out out what the items are by the clues. A new material (cuir – leather) is introduced.

**Answers:**

Yann – games console (2); Thomas – football (3); Franck – collection of comics (4)

**Activity 3**

Students find French expressions in the three reading texts in activity 2.

**Answers:** a. c’est facile; b. tous les jours; c. avec mes amis ; d. en cuir ; e. J’adore le sport ; f. Je lis
Worksheet 4 – Parler

Split the class into pairs for these activities. For each pair, one should receive sheet ‘Parler A’ and the other should receive sheet ‘Parler B’. The only difference between the two sheets is in exercise 2.

Activity 1

Students practice pronunciation of the key vocabulary by playing battleships. Each student has the same grid for this activity so they each pick between 1 and 3 squares, which will be their battleships. They should pencil in their choices. They then take it in turns to say a piece of vocabulary, and try to sink the ships chosen by their partner.

**Answers:** Student’s own answers

Activity 2

This activity is set at the Lost Property office. Students have different versions of this exercise, A or B. They are to take it in turns to describe the objects on their card to their partner. Their partner should share what they have understood in English.

**Answers:** Student’s own answers

Activity 3

Students ask each other two questions, which should prompt a full description, similar to what they are aiming to produce for their final piece of work.

**Answers:** Student’s own answers

Worksheet 5 – Ecrire

Activity 1

Students fill in the gaps for the pictures of favourite objects.

**Answers:**

- a. Une collection de BD
- b. Une peluche
- c. Un portable
- d. Une console de jeux vidéo
- e. Une petite voiture
- f. Une tablette
- g. Un ballon de foot

Activity 2

Students use the grid to write descriptions for the items in the previous exercise. They may include either one detail or two depending on the item. They could of course add further details such as colour if they so wish.

**Possible answers:**

Mon objet préféré, c’est une collection de BD. C’est en papier.
Mon objet préféré, c’est une peluche. C’est en velours.
Mon objet préféré, c’est un portable. C’est en plastique. C’est un rectangle.
Mon objet préféré, c’est une console de jeux vidéo. C’est un carré. C’est en plastique.
Mon objet préféré, c’est une petite voiture. C’est en métal.
Mon objet préféré, c’est une tablette. C’est en plastique et métal. C’est un carré.

Activity 3

In this activity, students use their imagination and a dictionary to devise their own version of the sentences from the previous exercise. They are directed to that table as a starting point, and are asked to write three such sentences to describe unusual items.

**Answers:** Student’s own answers
Activity 4
This exercise is very much the draft version of the project’s final piece of work.
Students are to respond to at least two of the questions (out of four) and can base their responses on what they have already done. One question allows for a more personal response for those who have some previous knowledge of French as it asks students who are able to explain why the object that they are describing is their favourite.

**Answers:** Student’s own answers

**Bronze medal:** Students respond to two of the questions with short answers, which communicate the correct information.

**Silver medal:** Students respond to three of the questions with correct structures, and include the additional information required such as shape and material in full sentences.

**Gold medal:** As silver, but students answer all four questions and use additional language such as further details or opinions. There may be some use of connectives.