



## FRENCH - TASTER LESSON PACK

INTRODUCTION.....	2
SUPPORT.....	2
TASTER LESSON PLANNING AND GROUPING OF PUPILS .....	2
PREPARATION – CHECK LIST.....	4
ROOM PREPARATION FOR THE LESSON .....	4
TIPS ON CLASSROOM AND BEHAVIOUR MANAGEMENT.....	4
TASTER LESSON FOR 3-5 YEAR OLDS .....	5
• 3-5 YEAR OLDS TASTER LESSON RESOURCES .....	8
TASTER LESSON FOR CHILDREN AGED 5-7 .....	9
• 5-7 YEAR OLDS TASTER LESSON RESOURCES .....	11
TASTER LESSON FOR CHILDREN AGED 8+.....	12

## **WHAT YOUR TASTER PACK INCLUDES**

- Flashcards – Car, Bus, Train, Boat and Plane
- A taster lesson CD, containing songs and stories for your lessons
- Pupil activity books
- Viens jouer avec Matou et Tounette (3-5 year olds)
- Salut Céline et Antoine (7-8 year olds)
- Christmas taster lesson and master are available on request

## **AUDIO AND MUSIC RESOURCES**

To access and download the audio resources, including the taster session songs click the link:<https://soundcloud.com/user-675294605/sets/french-taster-tracks>.

## **INTRODUCTION**

Within this pack you should have all you need to help you organise, plan and deliver taster lessons for interested pupils and parents within nurseries, schools and/ or public venues.

The aim of a taster lesson is to give your interested pupils and parents the chance to experience what happens within a class, play the games, sing the songs or just take part in a language class to help you showcase the methodology, and the children enjoying the class, to parents.

The main reason we recommend you hold taster lessons is to increase interest around your classes and show how we inject fun into our lessons with songs, games, rhymes, stories, action games and characters the children will love to meet.

## **SUPPORT**

Even before you start thinking about holding a taster lesson, after reading this pack, arrange a call with your Area Support Advisor to discuss it with them further. They will be able to support you and walk you through what needs to be done before the day of the taster lesson, the teaching itself and the follow up afterwards. They will be able to help you group the children into small groups, select the correct lesson and plan your activities with you. Reading through this pack will give you the notes to help you to prepare.

## **TASTER LESSON PLANNING AND GROUPING OF PUPILS**

The number of taster lessons you will need to provide will depend on how many children register an interest. As you are aiming to give the children and parents a true representation of the classes, a maximum of eight children for 3-5 year olds and a maximum of 12 for 5-11 years old children is recommended.

If you have more than the 8 or 12 you will need to run more than one taster lesson for that age group.

- A minimum of 6 children per taster lesson is recommended and a maximum of 8 for 3-5 year olds and twelve 5-11 year olds per taster lesson.
- Ensure you register all interested parents and pupils before holding a taster lesson.

We recommend you speak with your Area Support Advisor regarding grouping the interested children, the type of taster lesson you are having and the timeline for the flow of the session. There are three main types of taster lessons: nursery, lunch time and afterschool/ open centre. We have a few suggested rough formats to get you started with planning your taster sessions, but please feel free to amend it as you need to and discuss it more with your Area Support Advisor:

#### After school/ open centre sessions with parents in attendance

Timings	Action
0-10 minutes	Arrival, sign in, ask them to be seated and introduce yourself
10-30 minutes	Deliver the lesson to the children
30-35 minutes	Lead the children into a quiet writing/drawing activity whilst you hold a brief parent Q&A
35+ minutes	This time is for parents to get a chance to ask you anything, look at the activity books, inspection booklet and/ or samples pack. Show them the La Jolie Ronde website on your tablet or laptop. You can discuss enrolment, handout booking forms, collect any payments and close the session, letting parents know you'll be there for a period of time.

#### Nursery with parents/nursery staff in attendance

Timings	Action
0-10 minutes	Arrival, sign in, ask them to be seated and introduction about you
10-30 minutes	Deliver the lesson with the children
30-35 minutes	Lead the children into a quiet writing/drawing activity whilst you hold a brief parent Q&A
35+ minutes	This time is for parents to get a chance to ask you anything, look at the activity books, inspection booklet and/ or samples pack. Show them the La Jolie Ronde website on your tablet or laptop. You can discuss enrolment, handout booking forms, collect any payments and close the session, letting parents know you'll be there for a period of time.

#### Lunch time without parents in attendance

Timings	Action
0-5 minutes	Children arrive, seat them where you would like them to sit, take a register and introduction about you, leading in to the start of the lesson.
5-30 minutes	Deliver the lesson with the children
30-40 minutes	Finish the lesson and direct them back to class, the playground or staff. If applicable make sure you give every child a letter to give to their parents, letting them know what they have done in the class and what they need to do next to book and pay for classes.
40+ minutes	Use this time to meet with nursery staff/manager or school staff/ head teacher for a de-brief. It can be used discuss anything the nursery staff wish to ask, meet with the manager or follow up with school staff following the lesson before you leave, providing them with what can happen next.

## **PREPARATION – CHECK LIST**

- Read the taster lessons thoroughly and ask your Area Support Advisor as many questions as you need.
- Practise on your own children (where applicable) and your friends' and family's children to help boost your confidence.
- Prepare a register of the pupils attending and sign them in on the day.
- Email an enrolment pack to all parents and print copies of the booking forms for the day.
- Prepare name badges for your pupils; the easiest thing to use is a sticky labels sheet, as you can always add more pupils if you have any surprise extra attendees.
- Prepare all resources for your taster lesson using the master templates to make your puppets, story boards (3-5years) and activity sheets for the children.
- Decide on how you are going to play the music: CD player, smart phone/tablet and Bluetooth speaker.
- Prepare an activity for the children to do after the lesson during the parents Q&A session. Examples are colouring competitions and word searches, remembering to provide the crayons and pencils.
- Prepare a bag with all resources, flash cards, music player and lesson plans.

## **ROOM PREPARATION FOR THE LESSON**

View your room in advance to assess the layout and answer the following questions:

- How are you going to greet your pupils and parents? At the entrance or within the room?
- How are you going to check names? A table at the entrance with register and name badges?
- Are you going to direct them to a selected seating area until everyone arrives?
- Where are you going to hold the lesson?
- Where are the parents going to sit in the room?
- Do you want to decorate the room/area? For example with flags, a map and/or photographs and pictures from France? Have your taster lesson music playing whilst pupils and parents arrive and leave.
- What are you going to hand out at the end to take home (for both the children and parents)?

## **TIPS ON CLASSROOM AND BEHAVIOUR MANAGEMENT**

1. Arrive early and always be ready and waiting; have all your resources to hand: music, device and flash cards organised.
2. Be friendly, but firm; manage the children positively, telling them exactly what you want them to do, i.e. avoid saying "do not shout out", but use "hands up to answer, thank you", or "thumbs up if you want to say something".
3. Devise a simple way of getting their attention (explain for example that you will raise your hand; discuss this further with your Area Support Adviser).
4. Focus on what you want the children to do and not the behaviour you want to stop. From the beginning, show them verbally and non-verbally how pleased you are with them individually and as a group by saying, "well done, thank you, what lovely singing. Brilliant!" and smile at them when you can without them feeling they can misbehave in your lesson.
5. Begin, as you would like to go on!

## TASTER LESSON FOR 3-5 YEAR OLDS

Please find a sample early years/nursery/pre-school/reception aged lesson plan on the following pages, which you can use to deliver a taster lesson to nursery age children. As the ability of children of this age varies greatly the plans can be adapted to accommodate them; again, discuss options with your Area Support Advisor when you have all the ages of the children registering.

The aim of a taster session is to show parents, children and/ or nursery staff the typical types of activities the children will take part in to practise and play with the new language, enjoy it and be happy to attend future classes. Use a combination of English and French to help the children enjoy the activities.

### EXAMPLE LESSON PLAN – 20 MINUTES

Target Vocabulary	Resources										
<i>je m'appelle</i> <i>je t'aime</i> <i>papa, maman</i> <i>grand frère</i> <i>grande sœur</i> <i>petit bébé</i>	Your <i>Sac Magique</i> (use a colourful bag)  Using the templates prepare your: - <i>Matou</i> and <i>Tounette</i> puppets -Family Bear finger puppets -Bear family picture cards and family tree										
<b>A</b> <b>Activity</b> <b>5 mins</b>	<b>INTRODUCTION: <i>Ma Famille</i></b> Hand out the sticky label name badges. Say “Hello/ <i>Bonjour!</i> ” to the children. Explain to them that you have two friends in your <i>sac magique</i> . “They are French, so we have to talk to them in French or they won’t understand.” Shake your bag: “Oh! <i>Le sac magique</i> is moving!” Take <i>Matou</i> out and ask him his name in French. Make him say “ <i>Je m'appelle</i> ”. Repeat for <i>Tounette</i> . Ask the children to greet the puppets together <i>Bonjour Matou/Bonjour Tounette</i> . Then ask the children’s names in French, using <i>Matou</i> .  “Oh! <i>Le sac magique</i> is moving again! Pull out the Bear Family finger puppets one at a time to introduce <i>papa, maman, grand frère, grande soeur, petit bébé</i> .” Children listen and hold up the appropriate finger puppet.										
<b>B</b> <b>Activity</b> <b>3 mins</b>	<b>RHYME: <i>Bonjour petit bébé</i></b> <i>Bonjour petit bébé – fait un bisou ! Bonjour papa, bonjour maman, bonjour grand frère, bonjour grande sœur.</i>  One hand will represent the family with the baby being the thumb which you kiss after saying <i>Bonjour petit bébé</i> . <i>Petit bébé</i> (thumb) then taps (kisses) all the other members of the family saying <i>bonjour</i> to them all.  <b>SONG: <i>Je peux sauter</i></b> , Tell the children quickly in English what the song is about and how they are going to sing it with actions. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Je peux sauter comme ça</i></td> <td style="width: 50%;">Jump to the right and jump on the spot</td> </tr> <tr> <td><i>Je peux sauter comme ça</i></td> <td>Turn to the left and jump on the spot</td> </tr> <tr> <td><i>Je suis en haut</i></td> <td>Reach up high</td> </tr> <tr> <td><i>Je suis en bas</i></td> <td>Crouch down low</td> </tr> <tr> <td><i>Je peux sauter comme ça</i></td> <td>Face into the circle and jump on the spot</td> </tr> </table> Repeat with <i>je peux marcher, frapper</i> , Repeat actions with marching, clapping,	<i>Je peux sauter comme ça</i>	Jump to the right and jump on the spot	<i>Je peux sauter comme ça</i>	Turn to the left and jump on the spot	<i>Je suis en haut</i>	Reach up high	<i>Je suis en bas</i>	Crouch down low	<i>Je peux sauter comme ça</i>	Face into the circle and jump on the spot
<i>Je peux sauter comme ça</i>	Jump to the right and jump on the spot										
<i>Je peux sauter comme ça</i>	Turn to the left and jump on the spot										
<i>Je suis en haut</i>	Reach up high										
<i>Je suis en bas</i>	Crouch down low										
<i>Je peux sauter comme ça</i>	Face into the circle and jump on the spot										

	<p><i>danser, tourner.</i> dancing, turning (when turning first turn to the right and then the left).</p> <p>You may like to play this song again <b>after</b> the story. Children can pretend to be <i>bébé ours</i> greeting <i>Maman</i> and <i>Papa</i> by jumping up and down as they sing.</p>
<p><b>C</b></p> <p><b>Activity</b></p> <p><b>5 mins</b></p>	<p><b>STORY:</b> Baby bear wants his mummy</p> <p>Use the family picture cards provided and lift up family member cards (or toy bears) as the story unfolds. Repeat the story if time, pause just before the baby asks for his mummy and daddy as a prompt for the children to say <i>Maman! Papa!</i></p> <p><i>Voici la famille Ours – Papa, Maman, Bébé, Grand frère, Grande sœur, Grand-père, Grand-mère.</i></p> <p>One day <i>Maman</i> and <i>Papa</i> had to go out to find some food. They asked <i>Grand frère</i> and <i>Grande soeur</i> to look after the <i>Bébé</i> whilst they were gone. As soon as his parents left the house <i>Bébé ours</i> started to cry for his mummy and daddy.</p> <p><i>‘Maman, Papa !’</i></p> <p><i>Grand frère</i> tried to cheer him up by making funny faces at his little brother, but he didn’t stop crying.</p> <p><i>‘Maman, Papa !’</i></p> <p><i>Grande soeur</i> stroked his fur and gave him a cuddle, but still <i>Bébé</i> would not stop crying.</p> <p><i>‘Maman, Papa !’</i></p> <p>A little while later <i>Grand-père</i> and <i>Grand-mère</i> stopped by to say <i>‘Bonjour’</i>.</p> <p><i>‘Bonjour Grand-père ! Bonjour Grand-mère !’</i></p> <p><i>Grand frère</i> and <i>Grande sœur</i> explained to their grandparents that <i>Bébé</i> wanted his mummy and daddy, and that they could not stop him crying. <i>Grand-mère</i> tried to read <i>Bébé</i> a story, and <i>Grand-père</i> told him a rhyme and tried to tickle him.</p> <p>But nothing worked. <i>Bébé ours</i> was still crying.</p> <p>At last <i>Papa</i> and <i>Maman ours</i> arrived home with a great big pot of honey.</p> <p><i>‘Papa ! Maman !’</i> <i>Bébé</i> jumped up and down with joy to see his mummy and daddy. <i>Maman</i> told him that she and <i>Papa</i> will always come back and gave him a big hug. <i>Bébé</i> was happy now.</p> <p><i>‘Je t’aime Maman, je t’aime Papa !’</i></p> <p>Can you guess what that means?</p>
<p><b>D</b></p>	<p><b>GAME:</b></p> <p><b>Bear Family Cards Memory Game</b> – Photocopy, and stick onto card, two sets of the bear</p>

<b>Activity</b> <b>3 mins</b>	family pictures and cut these up. Lay the cards face down and the children can take it in turns to turn over two cards each. If their cards match they keep them. They could say 'papa' to say which card they are looking for.
<b>E</b> <b>Activity</b> <b>2 mins</b>	<b>END:</b> Praise the children and tell them that when they come back to you again they will learn a lot more French songs and play many games. Say goodbye in French (shake hands) and at the same time ask each child to say a word or a phrase they remember from the lesson which they will tell their parents!
<b>F</b> <b>Activity</b> <b>2 mins</b>	<b>TAKE HOME:</b> <ul style="list-style-type: none"> <li>- Personal message from <i>Matou</i> or <i>Tounette</i> thanking them for coming to the taster lesson. Use one of the templates for 'Messages' provided at the end of this pack to give <i>Matou</i> or <i>Tounette</i> to the children).</li> <li>- Some family bear finger puppets or Family Bear card sets to play with at home.</li> <li>- Some cardboard hearts with Je t'aime on them – for mummy or daddy.</li> <li>- A note to parents explaining very briefly what the children have been doing during the lesson.</li> <li>- Don't forget to hand out information about your classes and/ or enrolment packs and booking forms</li> </ul>
<b>G</b>	<b>PARENT Q&amp;A</b> We recommend you have something for the children to do now, as this will give the parents time to talk to you. Do things like colouring asking the children to colour the bear family or competitions

#### ADDITIONAL ACTIVITY

- **INTRODUCTION:**

Involve the children from the start. Think about talking to the children about why they are here, what they think they will be doing. Discuss holidays briefly and introduce France, where it is and that they speak French. Ask if anyone has been to France on holiday and then explain that when we go on holiday, sometimes they speak using different words to us. We say hello and in France they say Bonjour. So today we are going to pretend we are going on holiday to France and we can learn some new words.

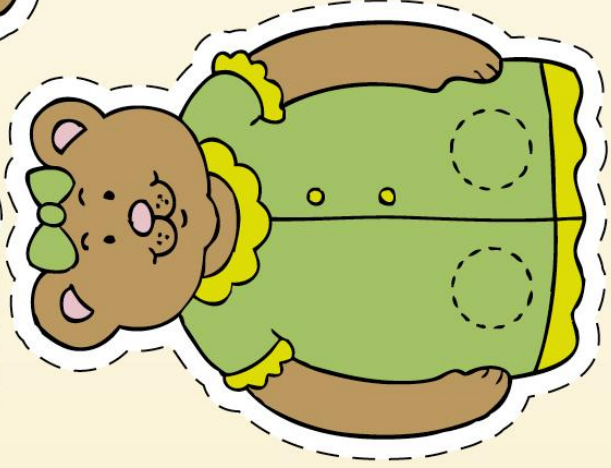
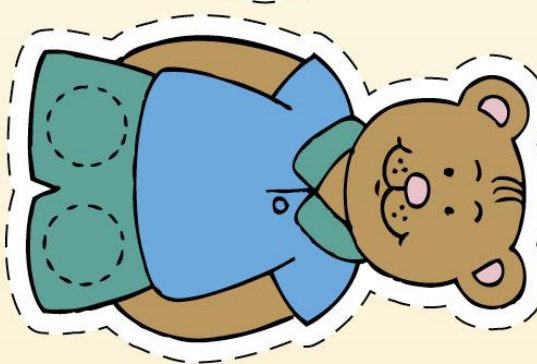
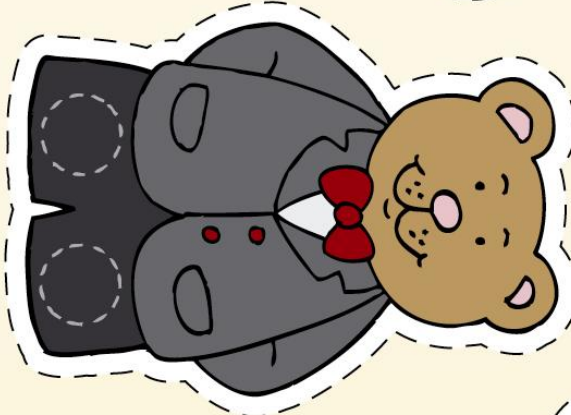
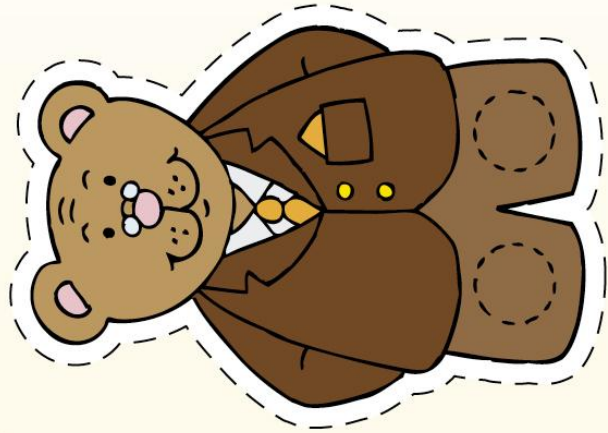
- **SONG:** Vole avion vole
- **END:** Song, repeat Je peux sauter

### **3-5 YEAR OLDS TASTER LESSON RESOURCES**

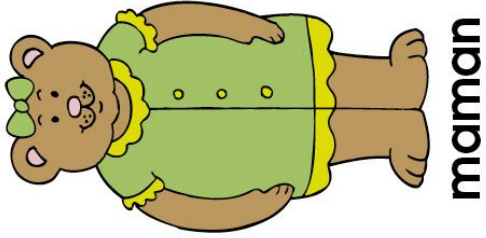
In the following pages you will find master templates for the use in your nursery taster lesson. Please make copies of the masters; you may need to make new copies for other taster lessons as the children love playing and interacting with the family characters.



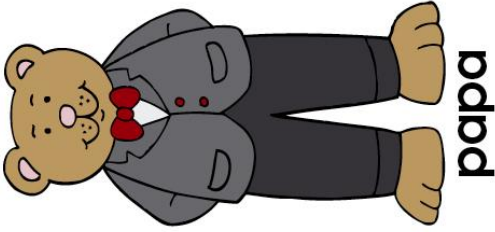
# Ma famille



# Ma famille



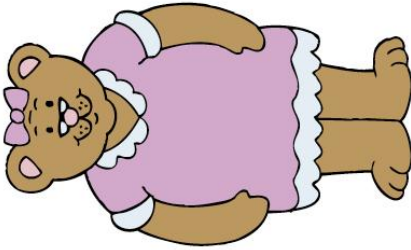
maman



papa



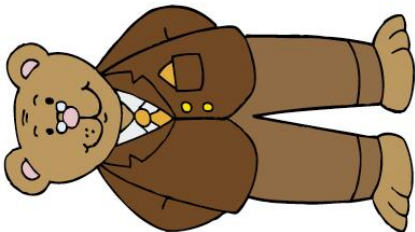
petit bébé



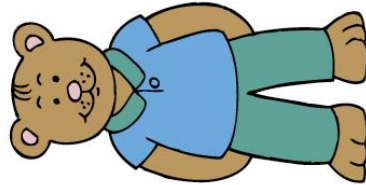
grand-mère



grande soeur



grand-père



grand frère

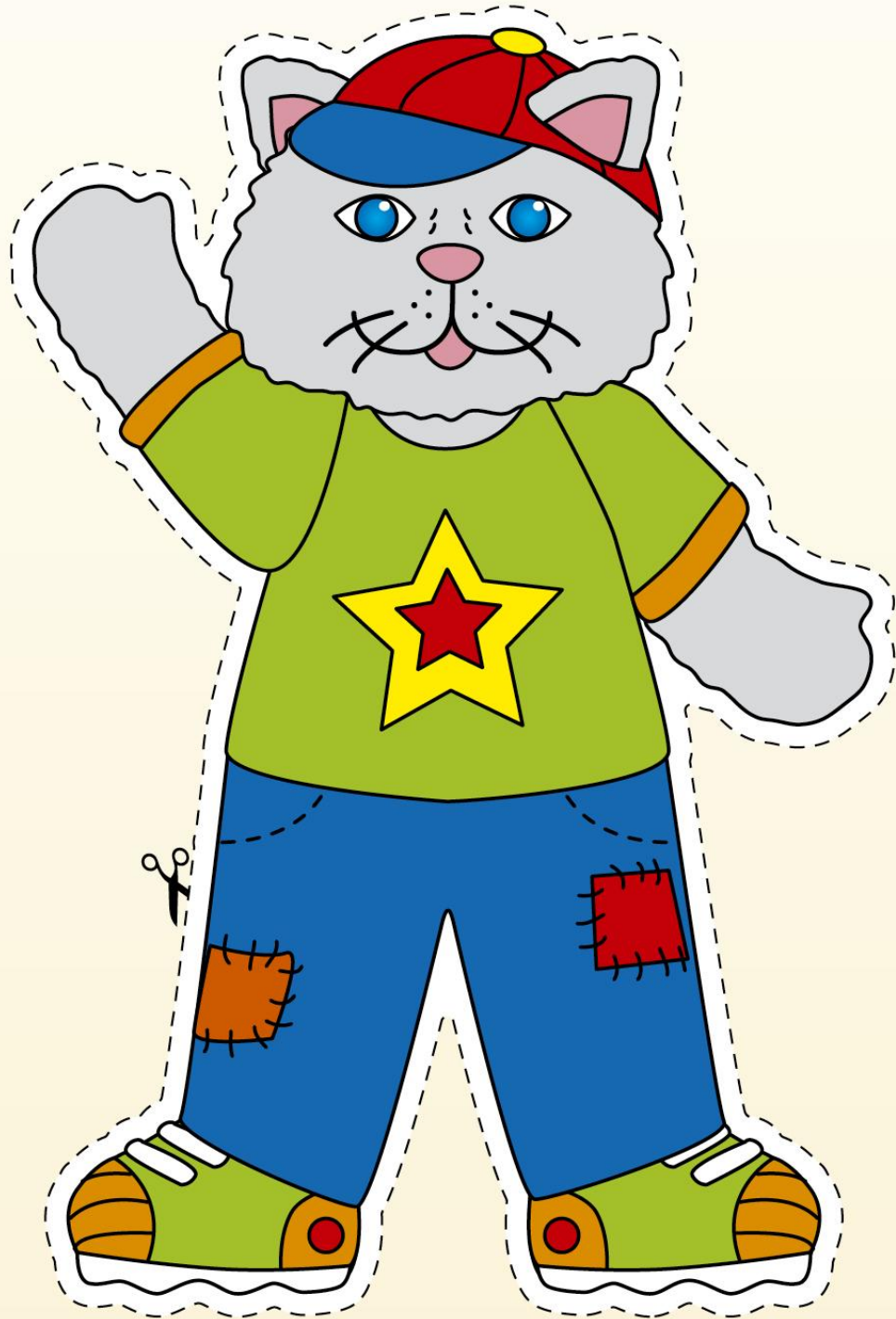
# Mon corps



Tounette

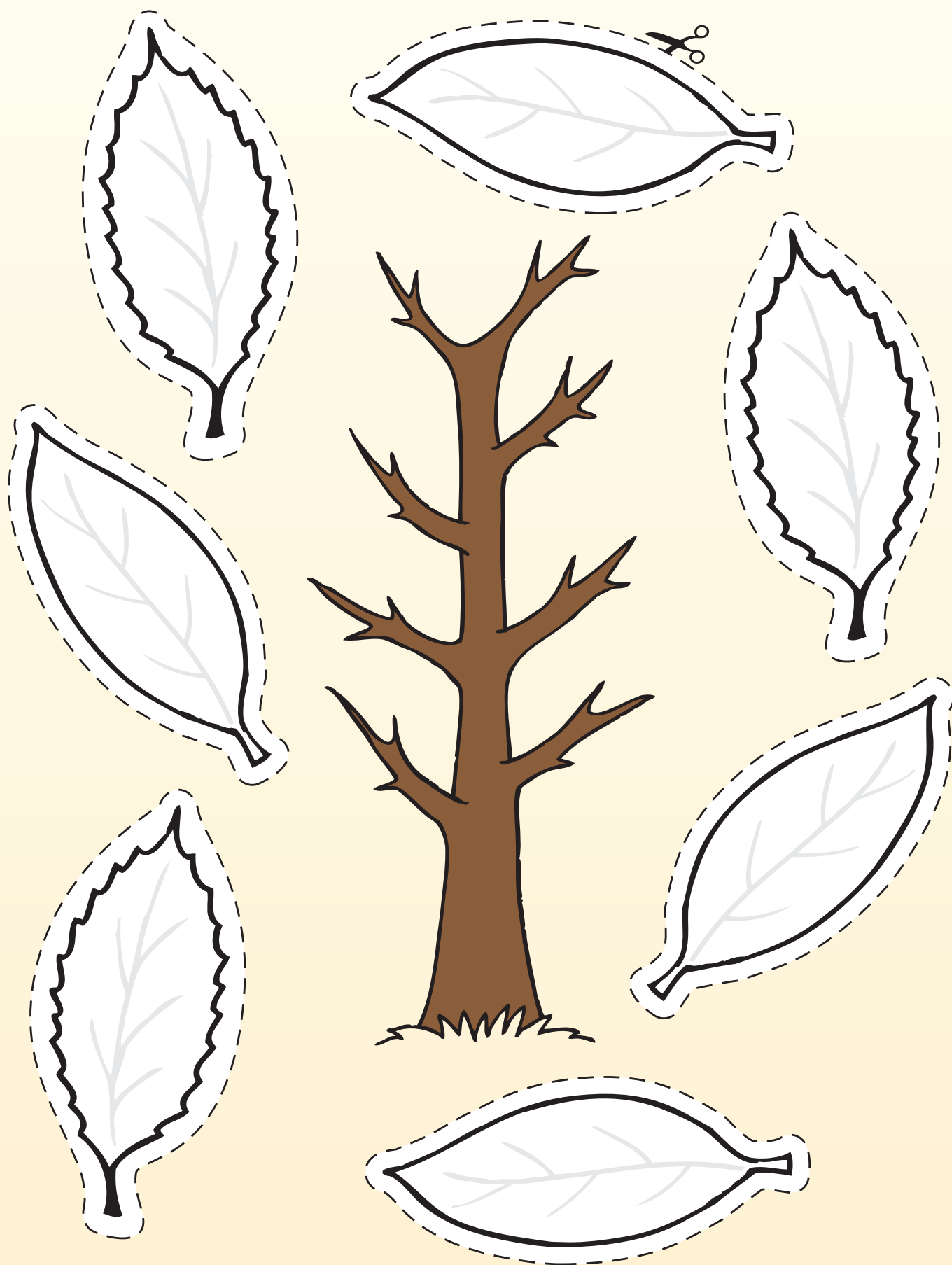


## Mon corps



Matou

# Ma famille



# Message



# Tounette



# Message



# Tounette



# Message



Happy Language Learning

# Matou



Happy Language Learning

# Message



Happy Language Learning

# Matou



Happy Language Learning

## TASTER LESSON FOR CHILDREN AGED 5-7

Below you will find a sample lesson plan for children aged 5-7 years old, which you can use to deliver a taster lesson. As the ability of children of this age varies greatly the plans can again be adapted to accommodate them; discuss options with your Area Support Advisor.

In preparation for this lesson, you can cut out and colour both *Minou* and *Trottine* characters (stick them onto cards if you wish). You will need the 6 images for the story and download your music to your device.

The aim of a taster session is to show parents, children and/ or school/public venue staff the typical types of activities the children will take part in to practise and play with the new language, enjoy it and be happy to attend future classes.

Use a combination of English and French to help the children enjoy the activities.

### EXAMPLE LESSON PLAN – 20 MINUTES

<b>A</b> Activity 5 mins	<b>INTRODUCTION:</b> Say Hello and your name in French. Hand out your sticky label name badges. Encourage the children to turn to the person sitting next to them and greet them by saying 'Bonjour'. They can even shake hands!  Use the <i>Minou</i> and <i>Trottine</i> images. Introduce them to everyone. 'Bonjour, je m'appelle Minou'. (Give the very smart listeners in your group a sticker/ or the characters to hold for a while).
<b>B</b> Activity 3 mins	<b>SONG:</b> <i>Jeu de rencontres</i> Explain to the children that as soon as the song starts, they will walk around the room (if in a hall, make sure you have highlighted a pre-determined area). At 'Salut' they will stop and turn to someone. Ask each other's names and answer. This is to be repeated until the song stops.  Introduce the magic box / bag and place <i>Minou</i> and <i>Trottine</i> in it for a rest.
<b>C</b> Activity 5 mins	<b>STORY:</b> Everyone settle down for the story. Use the set of six images. Ask the children to join in all together 'Qui est là ?' – 'Regardez, écoutez'.
<b>D</b> Activity 3 mins	<b>GAME:</b> 'Qui est là ?' The first child closes his/her eyes and the second child taps on his/her back. <i>Toc, toc, toc</i> . The first child asks: <i>Qui est là ?</i> The second child disguises his/her voice and says: <i>C'est moi !</i> The first child has to guess who it is.
<b>E</b> Activity 1 mins	<b>SONG:</b> <i>Mes jouets</i> Explain quickly the main gist of the song. Bring <i>Minou</i> and <i>Trottine</i> out of their box. Point to the characters as the song is played. Count in French how many there are.
<b>F</b> Activity 1 mins	<b>END:</b> Recap how to say "hello", introduce yourself and how to count to 5. Say goodbye in French.



<p><b>G</b> Activity 2 mins</p>	<p><b>TAKE AWAY:</b></p> <ul style="list-style-type: none"> <li>- Personal message to the children from one of the characters thanking them for coming to the taster lesson. Use one of the templates for 'Messages' provided at the end of this pack.</li> <li>- Give the children a <i>Minou</i> or <i>Trottine</i> character to take home and colour in.</li> <li>- A note to parents explaining very briefly what the children have been doing during the lesson. Don't forget to hand out information about your classes and/ or enrolment packs and booking forms</li> </ul>
<p><b>H</b></p>	<p><b>PARENT Q&amp;A</b></p> <p>We recommend you have something for the children to do now, as this will give the parents time to talk to you. Do things like colouring Minou and Trottine or maybe an easy word search.</p>

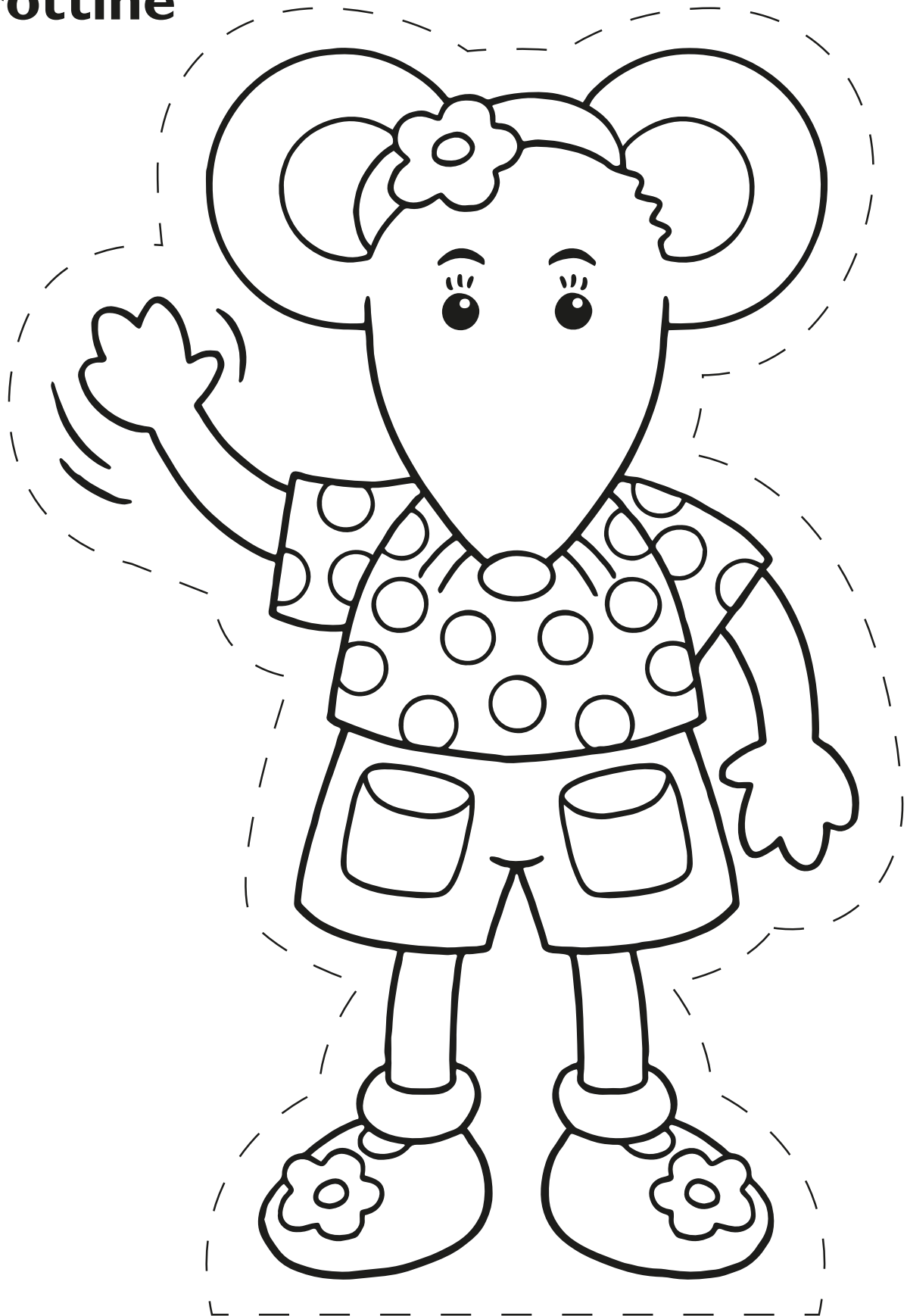
**ADDITIONAL ACTIVITY**

- **SONG:** Un deux trois  
A counting song near the end of the lesson can be a great reinforcement for the children as some children can already count a little in French, so it can give them confidence to count to ten as this is a catchy song.

## **5-7 YEAR OLDS TASTER LESSON RESOURCES**

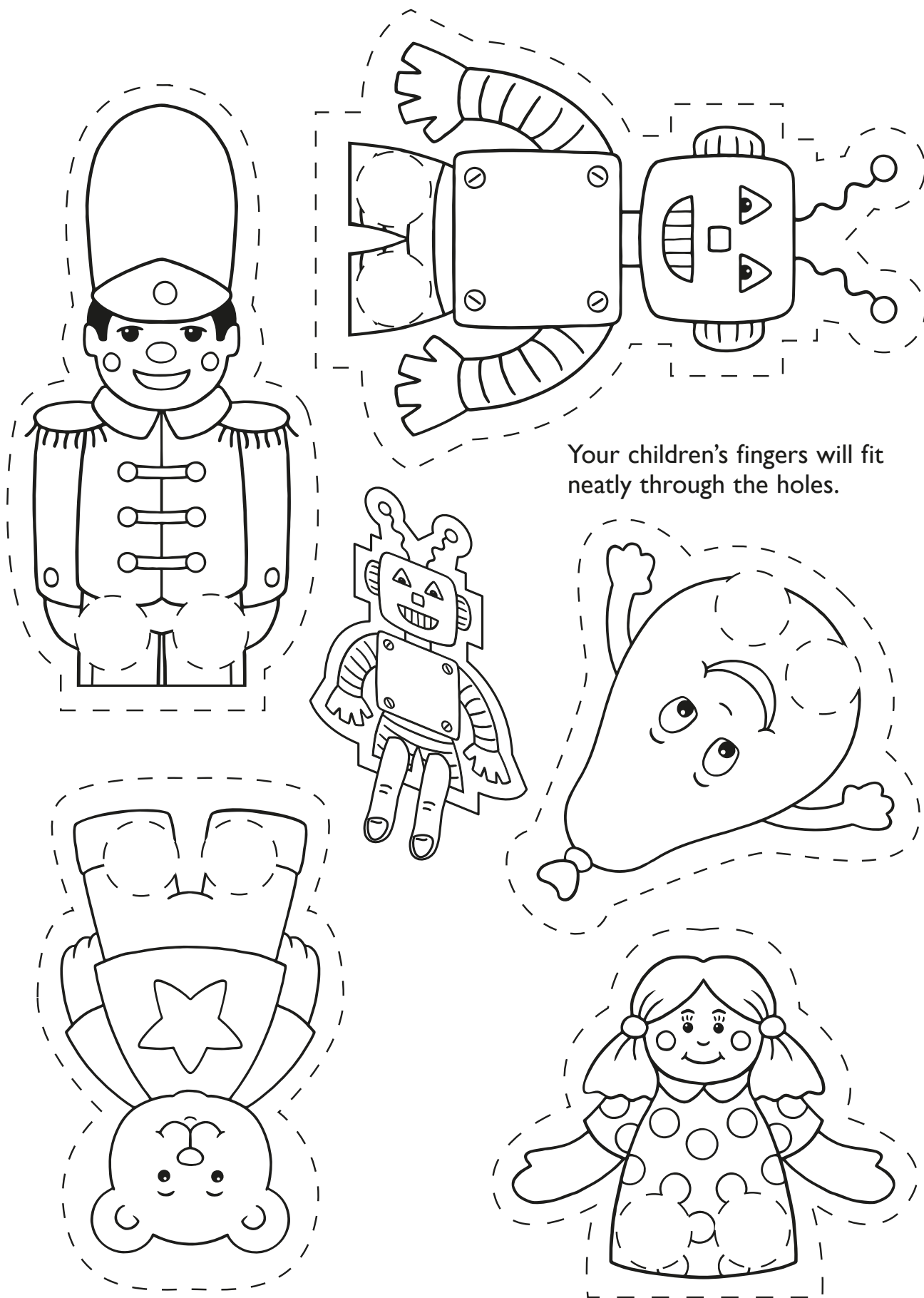
In the following pages you will find master templates for use in your primary school taster lesson. Please make copies of the masters; you may need to make new copies for other taster lessons as the children love playing and interacting with the characters.

## Trottine



# Minou





Your children's fingers will fit neatly through the holes.



# Les aventures de Minou et Trottime et les saisons

## Mini story: Bonjour ! Part 1 – Automne 1

Audio CD 1 Track 2 (Child CD 1 Track 2)

I. Here is *Minou*. He is a kind French cat. Let's say "hello" to *Minou* in French... Listen!

- Children : *Bonjour !*
- *Minou* : *Bonjour, je m'appelle Minou. Je suis un chat !*





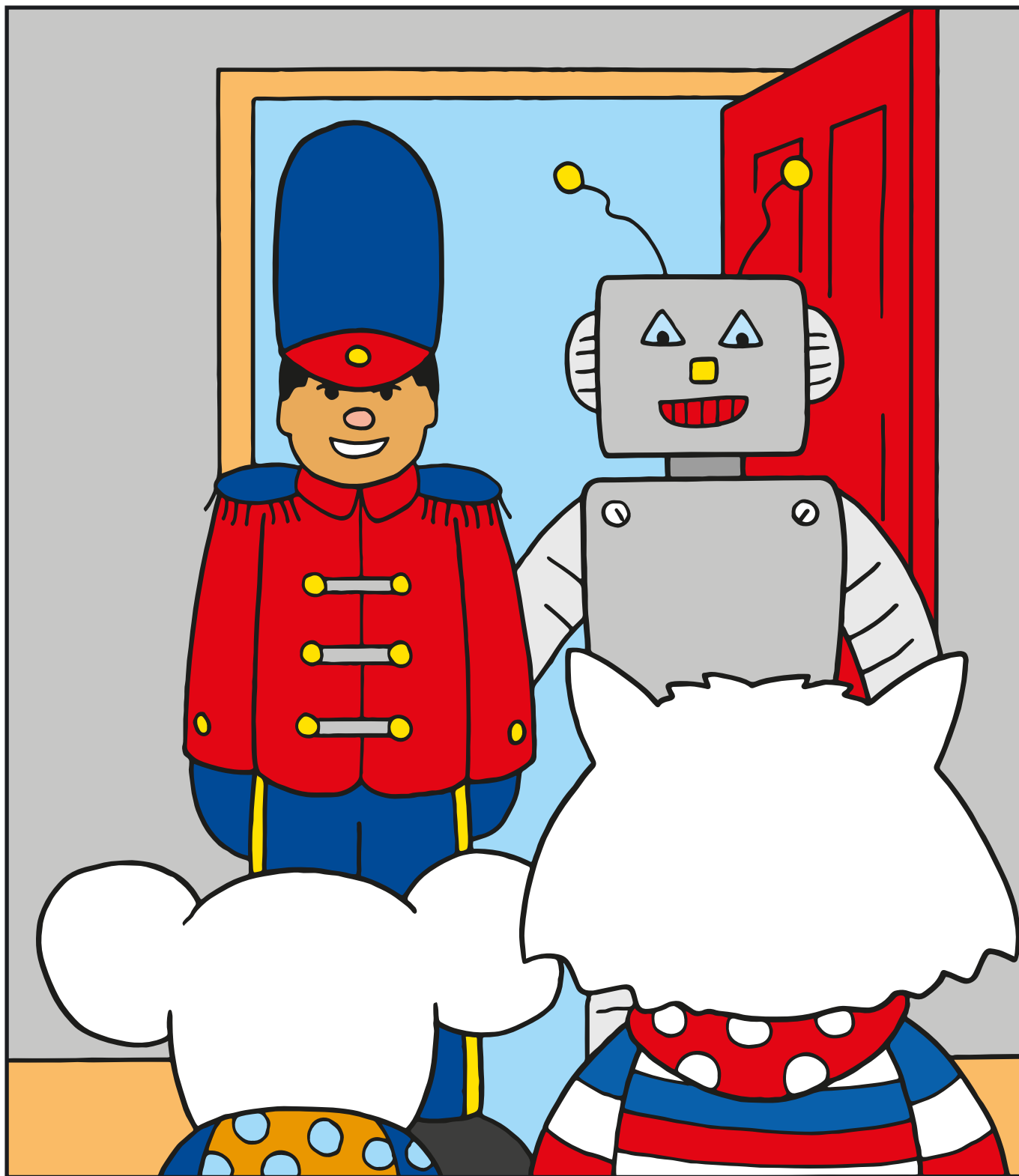
# Les aventures de Minou et Trottime et les saisons

## Mini story: Bonjour ! Part I – Automne I

Audio CD 1 Track 2 (Child CD 1 Track 2)

2. *Minou* has a cheeky little French friend, a little mouse called *Trottime*. Let's say "hello" to *Trottime* in French. Listen!

- Children : *Bonjour !*
- *Trottime* : *Bonjour, je m'appelle Trottime. Je suis une souris !*



# Les aventures de Minou et Trottime et les saisons

## Mini story: Bonjour ! Part I – Automne I

Audio CD 1 Track 2 (Child CD 1 Track 2)

3. One morning when they are at home,  
the doorbell rings.

*Qui est là ?*

- François : *C'est moi, François. Je suis un soldat ! Bonjour !*
- Marco : *Bonjour, je m'appelle Marco. Je suis un robot !*



# Les aventures de Minou et Trottime et les saisons

## Mini story: Bonjour ! Part I – Automne I

Audio CD 1 Track 2 (Child CD 1 Track 2)

4. *Minou et Trottime* are pleased to see *François* and his friend *Marco*.

Later on, the doorbell rings again.

*Qui est là ?*

- Nounours : *C'est moi, Nounours !  
Bonjour, je suis un ours !*
- Gaston : *Bonjour, je m'appelle Gaston.  
Je suis un ballon !*



# Les aventures de Minou et Trottime et les saisons

## Mini story: Bonjour ! Part 1 – Automne 1

Audio CD 1 Track 2 (Child CD 1 Track 2)

5. What a full house! *François, le soldat, Marco, le robot, Nounours, l'ours, and Gaston, le ballon.* Let's count in French how many friends *Minou* and *Trottime* have: *un, deux, trois, quatre.*

Are you sure? Look again. There is someone very shy. Can you see? Yes, *une poupée!*

– Audrey: *Bonjour, je m'appelle Audrey, je suis une poupée.*

**Let's count again:**

– Children: *Un, deux, trois, quatre, cinq !*  
*Bravo !*





# Les aventures de Minou et Trottine et les saisons

## Mini story: Bonjour ! Part 1 – Automne 1

Audio CD 1 Track 2 (Child CD 1 Track 2)

6. *Minou* and *Trottine* give their friends some drinks. But soon it is time to leave. Listen to all the toys and guess who is saying goodbye in French.

*Au revoir ! Au revoir ! Au revoir !...*

order: Minou, Trottine, François,  
Marco, Gaston, Nounours, Audrey.

# Message



Happy Language Learning

# Trottine



Happy Language Learning

# Message



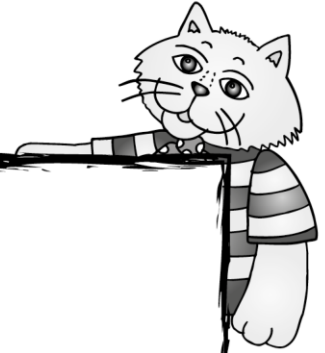
Happy Language Learning

# Trottine



Happy Language Learning

# Message



# Minou

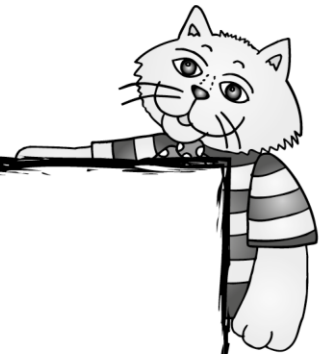


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Happy Language Learning

# Message



# Minou



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## TASTER LESSON FOR CHILDREN AGED 8+

Below you will find a sample lesson plan for children aged 8+, which you can use to deliver a taster lesson. As the ability of children of this age varies greatly the plans can again be adapted to accommodate them; discuss options with your Area Support Advisor.

In preparation for this lesson, you will need the five coloured transport flash cards and download your music to your device. We'd also recommend taking the La Jolie Ronde Inspection booklet, samples pack from the back of your marketing pack and the two children's activity books to show parents.

The aim of a taster session is to show parents, children and/ or school/public venue staff the typical types of activities the children will take part in to practise and play with the new language, enjoy it and be happy to attend future classes.

Use a combination of English and French to help the children enjoy the activities.

### EXAMPLE LESSON PLAN – 20 MINUTES

<b>A</b> Activity 3 mins	<b>INTRODUCTION:</b> Introduce simple greetings ' <i>Bonjour</i> ' and the shaking of hands with the children. Find out who may have been to France. Where? How did they get there (to illicit the transport words) What do they remember of it? Say your name in French. Ask each child his/her name. (hand out the name labels) ' <i>Je m'appelle ..... Comment t'appelles-tu ?</i> '
<b>B</b> Activity 2 mins	<b>SONG:</b> <i>1,2,3 Comment t'appelles-tu ?</i> Introduce 2 badges or cards with a French name, including <i>Céline</i> and <i>Antoine</i> . Explain that the 2 names will appear in the song that plays next and the game is for the children to raise their card when their name appears in the song. Play <i>1,2,3 Comment t'appelles-tu ?</i> .
<b>C</b> Activity 5 mins	<b>RHYTHM:</b> 5 transport cards Introduce the 5 new words for transport with the coloured flash cards. First show each card slowly and say the French word. Children to repeat all together. Use target language: ' <i>Regardez, écoutez, répétez</i> '. Keep to a special rhythm (rap it if you wish). Look for an association between the image and a sound. What does this sound make you think of? E.g. <i>une voiture – vrrooom</i> (think of a racing car).
<b>D</b> Activity 3 mins	<b>GAME:</b> Counting Let's count. Game (with pencils in your hand). Count all the pencils. Repeat a few times, then hide them in one hand behind your back and then transfer a few to your other hand. The children guess how many you have moved. Just pick a few children at random for the answers.
<b>E</b> Activity 3 mins	<b>GAME AND SONG</b> Practise the 5 new words with a game using the flash cards. Play 'repeat if it's true' or turn them face down and ask some children to pick a card and say what it is. You could also ask them to guess the card after a description. Use real objects to represent the transport i.e. toy car, boat, bus and so on. Play ' <i>le voleur</i> ' where you display them all and then take one away while they have their eyes closed. Name the missing vehicle in French.

	<p><b>SONG:</b> <i>1, 2, 3 Où habites-tu ?</i></p> <p>Introduce how to say where you live and asking where people live. Play <i>1, 2, 3 Où habites-tu ?</i>. Distribute tags with a French name and a town written on them (to include <i>Blois, Nice</i> and <i>Paimboeuf</i>). Children can lift their card as ‘their’ town is sung. Children can be given a few minutes to move about and say ‘<i>Bonjour</i>’, and to introduce themselves to as many people as possible. This “breaks the ice” and gives children an opportunity to move about.</p>
<p><b>F</b> Activity 2 mins</p>	<p><b>END: Recap</b></p> <p>What have we learned up to now? Recap: 5 transport words, your name and asking someone’s name, where do you live, counting, how to pronounce some French words. Highlight the fact that they have already learned many new words in a short amount of time. Congratulate them. Goodbyes in French.</p>
<p><b>G</b> Activity 2 mins</p>	<p><b>TAKE AWAY:</b></p> <ul style="list-style-type: none"> <li>- Personal message from you to the children; include a mixture of English and French thanking them for coming to the taster lesson.</li> <li>- A note to parents explaining very briefly what the children have been doing during the lesson would be welcomed by the parents.</li> <li>- Don’t forget to hand out information about your classes and/ or enrolment packs and booking forms</li> </ul>
<p><b>H</b></p>	<p><b>PARENT Q&amp;A</b></p> <p>We recommend you have something for the children to do now, as this will give the parents time to talk to you. Do things like colouring activity, a word search or a crossword in French based around transport.</p>

#### ADDITIONAL ACTIVITY

- **Transport Flashcards:**  
When introducing the transport flashcards, a useful idea is to ask the children if they have been to France before or on holiday, how they got there and you can show them the flashcard when they say the vehicle on the card. This is great if the children are a little reticent to get involved, it gives them a chance to contribute instead of you just speaking to them.
- **GAME: Flashcards**  
Recap the 5 new words with a short game, i.e. turn the flash cards over and the children have to guess what they are. Alternatively, distribute the flash cards and guess who has which one.

## **8+ YEAR OLDS TASTER LESSON RESOURCES**

In the following pages you will find the 5 transport flash cards for use in your primary school taster lesson.

