



Year 4 | Package 2 – Ma journée à l'école

Activity overview	
Description	Flashcards can be utilised in a variety of ways, including use in games and speaking activities, to support students' understanding. The teacher notes highlight some of the activities that you may like to use during lessons, but they are by no means exhaustive. Other activities throughout this package may refer back to these flashcards.
Resources	2.4A Les matières flashcards (.pptx) 2.4B Au déjeuner – partitive articles flashcards (.pptx) 2.4C Au déjeuner – definite articles flashcards (.pptx) 2.4D Le verbe prendre flashcards (.pptx) 2.4E Les activités avec jouer flashcards (.pptx) 2.4F Les fournitures scolaires flashcards (.pptx) 2.4G Les consignes flashcards (.pptx)
Key language	- Experiment with the pronunciation: - o of vowel sounds - o word endings shared with English such as <i>-tion</i>, <i>-ent</i> and <i>-ant</i> - o intonation patterns - Personal subject pronouns: <i>je, tu, il, elle, on</i> - Present tense verbs: <i>avoir, être, prendre, aimer, détester, adorer, jouer, manger, boire, commencer, arriver, finir, lire, colorier, découper, coller, parler, chanter, dessiner, écouter, écrire, se lever</i> - Definite article contractions: <i>à + le / la / l' / les</i> - Expressing negation: <i>ne/n' ... pas – Je n'aime pas ; Il n'aime pas ; Pas du tout !</i> - Prepositions: <i>à</i> (time – <i>à huit heures</i> ; place – <i>à la cantine</i>), <i>pour</i> (<i>pour le déjeuner</i>), <i>chez</i> - Conjunctions: <i>et, mais, puis, avec, parce que</i> - Time – hour + 5-minute increments: <i>une heure, deux heures, trois heures quinze</i> - Cardinal numbers 0–69 - Increasing range of adjectives including additional gender forms: <i>ennuyeux, intéressant, utile, horrible, difficile, facile, amusant</i> - Using some adverbs to elaborate on simple verb statements: <i>Elle mange lentement ; Je chante doucement ; Il parle très vite</i> - Understand and write high-frequency words and expressions: - subjects: <i>les maths, les sciences, la musique, l'informatique, l'histoire-géo, l'art plastique, l'anglais, le français, le sport</i> - events of the day: <i>la leçon, la récréation, la pause déjeuner</i> - break activities: <i>au football, à quatre carrés, au loup, au basket, au cricket, au netball, aux cartes, à la marelle, aux billes, avec mon ami(e) / mes amis</i> - canteen foods: <i>de la viande, des pommes de terre, des pâtes, des légumes, du poisson, de la salade/une salade, du fromage, un yaourt/du yaourt, un fruit, une glace/de la glace, du riz, du poulet, des carottes, une salade de fruits/de la salade de fruits</i>



	- classroom objects: <i>une gomme, un stylo, un crayon, des crayons de couleur, des feutres, une règle, des ciseaux, un cahier, un livre</i> - Examples of language variation and change: <i>Tu habites où ? / Où habites-tu ? ; crayon à papier / crayon de papier</i>	
Links to the Western Australian Curriculum	Communicating - Socialising - Informing - Creating - Reflecting - Translating	Understanding - Systems of language - Language variation and change - Role of language and culture

Flashcards can be used in a variety of different ways. They can be used as visual support for students, to revise vocabulary and to conduct speaking and writing activities. Many of the activities below require the PowerPoint flashcards to have been printed out beforehand, but you may also wish to play the animated PowerPoints to the class.

Activity 1: Vocabulary drills

Resources: Package flashcards
Timers
French music
Flyswatters

Corners

Display vocabulary items on the walls around the room or in the four corners. Call out words or sentences that you would like students to practise. As they listen, they identify the key word/s and move to the flashcard that represents that vocabulary item. This activity works well with opinions (likes and dislikes, adjectives etc).

What's in the box?

- Place some items in a box. These items should reflect the vocabulary that students have been practising, such as stationery items, figurines, wooden food etc.
- Ask a student to come to the front of the class and to secretly choose an item from the box.
- Using the language students have learnt, the rest of the class poses questions such as the below in order to find out what the object is:
 - Est-ce que c'est un jeu ?*
 - Est-ce que c'est rouge ?*
 - Est-ce qu'on dessine avec l'objet ?*

The student that has selected the item answers with *oui* or *non*.
- The student who guesses the correct word first then comes to the front of the class and chooses an item from the box for the class to begin guessing again.

If you wish for the game to progress quickly, set the number of questions that the class can ask the student.

Chef d'orchestre (orchestra conductor)

Practise vocabulary or phrases with students by asking them to listen and repeat. As you practise, ask students to copy key language in different voices (old man/young child) or by pretending to be different well-known people or characters.

To vary this activity, play a game of *Chef d'orchestre*. In this game, students sit in a large circle. To play:



1. Send one student out of the room or to the back of the class.
2. Select one student in the circle to be the *chef d'orchestre*. They choose a secret gesture to 'conduct' the rest of the class.
3. The student who has been sent away from the circle then returns and rejoins the circle.
4. Present the first flashcard to students, who then chant the words they see in unison, with your support. As soon as the *chef d'orchestre* gestures, change the flashcard and students continue to chant the new words or phrases they see.
5. The student who had left the circle has three chances to determine who is the chosen *chef d'orchestre*.

Tapette à mouches (flyswatter)

Ensure that you have practised the key language that you will be focusing on with this game. To play:

1. Divide the class into two to five teams, depending on the space that you have and the size of your class.
2. Display the flashcards on the board.
3. Give one member of each team a flyswatter and ask them to come and stand in front of the board.
4. Call out a word or phrase. The students listen carefully and try to swat the matching flashcard. The first student to swat the correct flashcard wins a point for their team.

Le morpion (noughts and crosses)

Le morpion can either be played in small groups, individually or as a whole class. This variation is for the whole class:

1. Either draw a 3x3 table on the board or mark as squares on the floor.
2. If you are using the board, stick a flashcard in each square. If you are using the floor, ask nine students to each stand in a square and give them each a flashcard to hold.
3. Students then need to call out a vocabulary item or phrase that matches the flashcard in the square that they would like to select. To challenge students, ask them to make a complete sentence.
4. If students are able to name the flashcard/make a sentence using the word/image in their chosen square, they win it for their team and either a coloured marker is drawn in their square on the board or the student holding the relevant flashcard sits down in their square. They could also return to their group, leaving their flashcard either facing up or down to make it clearer as to who has won the square.
5. The winning team is the first one to get three squares in a row going across, down or diagonally.

Embouteillage (fruit salad)

1. Form a circle of chairs, ensuring that there is one fewer than the number of students in the class.
2. Nominate one student to stand in the centre of the circle. This student will be the *compère* who calls out the names of the different modes of transport. **NB:** Modes of transport have been used here as an example. You may choose any vocabulary set as the focus for this game.
3. Allocate one mode of transport to each student. Have them repeat the noun to ensure they won't forget it.
4. Direct the *compère* to call out a word or say a sentence. If they call out, « à vélo » all the students that have been given that word stand up and change seats. While this is happening, the *compère* needs to try and sit in an empty chair.
5. If the *compère* is unsuccessful, they remain in the middle of the circle and call out a new mode of transport. If they are successful, the remaining student with no seat becomes the new *compère*.



6. At any point during the game, the *compère* can call out, « *embouteillage* » instead of a mode of transport. If this occurs, everyone who is seated has to change spots at the same time.

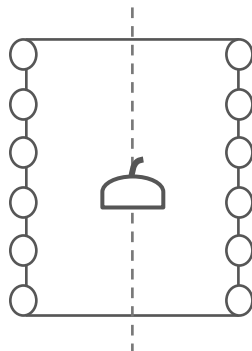
Une famille en or (family feud)

1. Divide the class into two teams.
2. Ask each team to select five of their players. The five representatives from each team come to the front of the room and face each other.
3. One student from each of these groups of players then comes forward to answer a preliminary question. For example, you may hold up the flashcard of a bike and ask, « *Jean va à l'école à trottinette ?* » to which students may respond, « *Non. / Non, il va à l'école à vélo.* »
The student that buzzes in with the correct answer first, receives control of the game.
4. The team that has control must then answer three consecutive questions correctly or list at least three or four vocabulary items for the category. If they make a mistake, control is handed over to the other team, who must also answer three questions correctly.
5. If representatives can complete the task at hand, they win points for their group. The rest of the team could play the members of the audience by making positive or negative noises to help their teams' representatives answer the questions correctly.
6. Once the round is over, each team selects five new representatives to play.

As a variation, students could develop survey questions to ask about likes and dislikes or the modes of transport everyone uses in the class. Tally the results. Then ask students to list vocabulary items for the category you choose, winning the number of points equal to the survey tally result.

Le béret (beret)

1. Divide students into two teams and either assign:
 - a. a number to each team member (numbers = total number of team members, there should be one player from each team with the same number) or
 - b. a vocabulary item (there should be one player from each team with the same vocabulary item).
2. The members of each team stand in a line facing each other. A beret is placed between the two teams:



3. Call out one or more number(s)/vocabulary item(s). The students from each team that have been assigned those numbers/items must place one hand behind their back and run to the centre to try and 'capture' the beret.
4. The student that 'captures' the beret must then run back to their team without being caught by the opponents from the other team. If they make it back, they win a point for their team.



Activity 2: Speaking activities

Resources: Package flashcards
Timers
French music
Vocabulary cards

Qui est-ce ? (guess who?)

Using the **1.4J La famille** flashcards of the Duval family members, students engage in a game of guess who? using the question *est-ce que ... ?* This game can be played in two variations:

1. Display the family flashcards and direct one student to secretly choose one of the family members. The remainder of the class then asks the student yes/no questions using *est-ce que ... ?* to try and determine which character the student chose.
2. Volunteers come to the front of the class and sit with their backs facing the board. A character flashcard is placed behind them. They then try to guess which character has been placed behind them by asking yes/no questions using *est-ce que ... ?*

Inside/outside circle

This speaking activity allows for many variations to practise language covered:

1. Students stand in two circles, one inside the other. Students from the inside circle stand facing the students from the outside circle.
2. Students on the inside of the circle are given a flashcard to hold.
3. Each student from the outside circle asks questions to the student standing opposite them. about the flashcard; the opposite student answers those questions.
4. Students from the outside circle take a step (or are given a number of steps to take) to their left to find a new partner and repeat the exercise.

Jeu de communication orale (barrier game)

During barrier games, students need to work in pairs to share secret information. This can be done in a variety of ways, including:

1. One person secretly holds a flashcard and describes to their partner what is on it. Their partner either responds orally or draws the description they hear.
2. Students can be given images or a chart with different missing information (such as a family tree). Students then ask their partner questions or listen to their partner give a description to complete the information.

The **1.3C La journée commence** student task sheet contains a barrier game – *Bataille navale*.

Trouve quelqu'un qui ... (find someone who ...)

1. Prepare sets of cards featuring one of the following options:
 - a. sentence cards and picture cards
 - b. word and picture cards
 - c. word cards cut in half.
2. Hand each student a card. They then need to mingle around the room, looking for their match. They could do this by either asking questions or making a statement about the card they are holding.

La petite pie (Chinese whispers)

1. The class is divided into equal teams.
2. The teams line up and the student at the front of each line is given a flashcard. The student is also given a sentence (or makes up a sentence) about the flashcard.



3. This sentence is transferred secretly down the line – one student whispering it to the next, and so on.
4. When the sentence has reached the final student, they call it out to see if it matches the original sentence.

Pass the parcel

1. Students sit in a large circle.
2. Place the flashcards in a box.
3. Students pass the box around the circle to music. When the music stops, the student holding the box takes out a flashcard and either states the word represented by that flashcard or makes a sentence containing that word.

Activity 3: Writing activities

Package resources: Package flashcards

Cache-cache (hide and seek)

1. Completely cover the flashcards, and slowly reveal parts of the picture to students. As you reveal certain sections of the card, students should start writing down the word/s they think belong to that card.
2. Reversely, you could cover the words or sentences that appear on the flashcards, and only reveal certain sections, having students either complete the sentence or rewrite the whole sentence.

Unscramble the sentences

1. You will need two sets of flashcards for this game – one with pictures only and one with a picture and sentence.
2. Place the flashcards with the pictures and sentences (face down) in a space in your classroom. Students will be running to find one of these flashcards later in the game.
3. Organise students into small groups of two to four players. Give each group a flashcard with a picture only. Number the flashcards.
4. On the board, write scrambled sentences to match each of the flashcards. Direct students to the numbered sentence on the board that matches their flashcard.
5. Students then work in their groups to unscramble the sentence that matches their flashcard, writing it on their mini whiteboard.
6. When they have unscrambled their sentence, a representative from their group races to the table or space that has the second set of flashcards laid out, face down. They locate the flashcard that matches their sentence and race back to their group.
7. All members of the group raise their hands immediately once their player comes back with the correct flashcard, at which point you can help them edit any mistakes they have made.
8. If they have completed the task correctly, they win a point for their team.
9. Swap flashcards among the groups and play again. The winning group is the one with the most points at the end.

Memory

1. Show a series of flashcards or one character-card. Repeat the vocabulary or information on the card and ask students to listen and repeat.
2. Then give students a time limit in which they try to write down as much information as they can remember.



Running dictation

1. Prepare several copies of one sentence, one short paragraph or one flashcard. (As a variation, you could also prepare a set of different sentences, short paragraphs or flashcards)
2. Pin the sentence(s) (or variation used) around the walls of the classroom.
3. Divide students into pairs or equal groups. One person in the pair/group is assigned as its artist/scribe.
4. One group member at a time (not the artist/scribe) walks to the sentence(s)/short paragraph(s)/flashcard(s) and tries to memorise as much as possible. They then return to their partner/group and dictate what they have read or seen. The assigned artist/scribe then draws or writes what they hear.
5. The winning team is the one that finishes first, with the fewest mistakes.

Support and free writing

1. Prepare sets of different flashcards that students have studied in the package. Each set might include, for example, a food, a character, a place and a mode of transport.
2. Using these sets of flashcards, direct students to write their own stories using the set of words you have given them.
3. Give students the opportunity to either present these to the class or in small groups.

Word wall/graffiti board sentences

During the course of your program, you may like to keep a word wall or graffiti board that can be added to as you go along and then used later to challenge students to make sentences using the words they have learnt.

1. Read through the words and phrases that you may have written on the word wall/graffiti board with students. Review their meaning and check for understanding.
2. Divide the class into small groups. Ask each group to assign a scribe and give them a mini whiteboard.
3. Show students a flashcard with a picture or vocabulary item they have learnt. Set a timer for a given amount of time, during which they must make a sentence that features the word on the flashcard and as many of the words on the graffiti board as possible.
4. When the time is up, each team reads out their sentence. The group that has written the longest sentence with the fewest mistakes wins a point for their team.