

## Lesson 5(b) Support Notes

Before starting this lesson, pupils should be very familiar with numbers 1-70 in French first. We encourage the children to use their vocabulary list sheets to help them remember the numbers and new language covered in earlier lessons in the unit.

### Introducing age

Pupils will already have been introduced to 'age' in the Presenting Myself unit, albeit giving their own age and not somebody else's. In this unit the pupils will be shown how to move from 1<sup>st</sup> person singular (I am \_\_ years old) to 3<sup>rd</sup> person singular (He/she is \_\_ years old).

This will probably be the first unit where the pupils will be encouraged to talk about others around them rather than just themselves. It is a very subtle change in French but an important change we are introducing to the children as verbs change a lot more in French than they do in English. The pupils would have seen this in a previous lesson with *je m'appelle* changing to *[il/elle] s'appelle* (and *[ils/elles] s'appellent* in the challenge section).

As seen in the Presenting Myself unit, the verb used to describe age in French is **AVOIR**. This is the verb 'to have' so in French age is expressed differently as the structure is 'I have (number) years' not 'I am (number) years old' and so a completely different verb is used.

**J'ai huit ans.** (I am eight years old)

becomes:

**Il/elle a quarante ans.** (He/ she is forty years old)

This change is explained clearly in the lesson with the detail that is required at this age.

As seen in lesson 4 when introducing family members using the verb *s'appeler* (to be called), the personal pronouns e.g., *je, il, elle, ils, elles* are dropped when you specify who you are talking about. Therefore '*il a quarante ans*' (he is forty years old) would become '*mon père a quarante ans*' (my dad is forty years old) where the possessive adjective and noun '*mon père*' (my dad) replace the personal pronoun '*il*' (he). These changes take place both when asking and answering the question. The following diagram on the next page will help illustrate how and where the changes are made. This should be relatively easy for the children to understand as the same process of replacing the personal pronoun happens in English as well.

## Question:

## Answer:

### Quel âge a ...

ton père ?	ta mère ?	mon père a ___ ans	ma mère a ___ ans
ton frère ?	ta sœur ?	mon frère a ___ ans	ma sœur a ___ ans
ton grand-père ?	ta grand-mère ?	mon grand-père a ___ ans	ma grand-mère a ___ ans
ton oncle ?	ta tante ?	mon oncle a ___ ans	ma tante a ___ ans
ton beau-père ?	ta belle-mère ?	mon beau-père a ___ ans	ma belle-mère a ___ ans
ton demi-frère ?	ta demi-sœur ?	mon demi-frère a ___ ans	ma demi-sœur a ___ ans
ton cousin ?	ta cousine ?	mon cousin a ___ ans	ma cousine a ___ ans

## Key Language

Quel âge as-tu ? = How old are you?

J'ai ... ans = I am ... years old

Quel âge a ...? = How old is ...?

[il/elle] a ... ans = He/she is ... years old

## Lesson Breakdown

<u>Slide 1</u>	Aim of lesson	Explain to the children that they will learn how to say how old various family members are by the end of the lesson.
<u>Slides 2-31</u>	Revision	An opportunity to revise the language and numbers covered so far in this unit before integrating the new language. You may find it useful to print out the numbers scaffold in the resources section of the site to assist children throughout the rest of the lesson.

<u>Slides 32-45</u>	Introducing age	The pupils will now see how to change both the question and the answer in French when you move from asking somebody ' <u>how old are you?</u> ' to ' <u>how old is he/she?</u> ' and from answering ' <u>I am ... years old</u> ' to ' <u>he/she is ... years old</u> '. These slides explain the steps involved visually and clearly so simply work through what is written on the slides at your own pace.
<u>Slide 46</u>	Listening activity	A quick listening activity using the numbers taught last lesson and age. Answers will appear on the click.
<u>Slides 47-48</u>	Roleplay	A focus on asking the question and providing an answer, again, using Frank's family as the model to support the children and give them the details to answer with. They will also be expected to recycle the possessive adjective ' <u>mon</u> ' from earlier on in the unit when talking about Samuel, Frank's brother. Choose pairs to ask and answer the question based on what they see and read on the slide. All audio is provided so pronunciation can be checked. Ensure that they read all the language on the slides so that the numbers are well embedded for the next slides where there will be much less support.
<u>Slides 49-50</u>	Recall	Slide 50 is an opportunity for the children to provide their own answers! This doesn't have to be about their own family members, it is just another opportunity for them to use the language. It is accurate French we want to hear! Support is provided one by one on the click if you feel that your class needs it when answering for themselves.
<u>Slides 51-55</u>	Listening & Reading	Slide 52 asks the children to listen carefully to the audio and to separate the words so that the text makes sense. This is a really good way of training their listening skills. The activity on slide 55 then tests whether they have understood everything in the French text and

that they can find the errors in the English translation.

The lesson can be finished here but, if teachers wish to continue with some extra stretch and challenge activities, there are some extra challenge slides and the option of some very simple desk-based activities.

## Slides 56-71

### Challenge

This section should only be completed if you have already covered the challenge section of lesson 5(a). First you will revise how to say numbers 70-100 in French and then will be introduced to '[ils/ells] ont' so that the children can say 'they are ... and ... years old'. This will allow pupils to give the ages of both parents or grandparents. This is definitely a challenge and only for classes that have longer or more frequent lessons.

## Worksheets available in this lesson:

**Reading task:** In all three levels of challenge for this task, the pupils will be exposed to more complex vocabulary that they may not have come across in French yet. The idea is to decode meaning by using what they already know to work out the words they don't know.

**Written task:** For this task, children will be expected to compose an email to their French friend, Pablo, talking about their families. This exercise combines all the new language taught throughout the unit and is an excellent way of assessing both what they have understood and any gaps in their knowledge.

**Scaffolds:** In the resources there are two scaffolds that can aid the children either when doing homework and they can use them as a reminder of what they already know or as a 'cheat sheet' when doing any oral presentations to the class.