

# Unit 1 Je parle français!

## ABOUT THE UNIT

In this first unit children learn to introduce themselves and to greet others. They begin to work on sounds and spellings and use simple language of classroom interaction.

## WHERE THE UNIT FITS IN

This is the first unit in the scheme of work for beginners. Subsequent units will build progressively on knowledge, skills and understanding already introduced.

Where children have previous experience of learning French, they should be encouraged to share their knowledge through speaking words for the class.

## PRIOR LEARNING

It is helpful if children already know:

- the English alphabet
- how to put words in alphabetical order

## OUT-OF-SCHOOL LEARNING

Children could:

- look out for French words that are used in English
- look out for French-made products at home and in the shops
- practise spelling new words with parents and peers, using techniques developed in English
- make word searches and crosswords for others to consolidate vocabulary learnt in the unit, possibly using ICT

## NEW LANGUAGE CONTENT

- saying hello
- saying goodbye
- introducing oneself
- answering the register
- saying thank you
- sounds and spellings
- numbers 1 to 12
- nouns for classroom objects
- classroom routine and instructions

## RESOURCES

- pictures of famous people/popular characters
- number and word cards
- number songs/rhymes
- word cards of commands and useful phrases, numbered and placed around the room
- word processor
- folders or wallets for storing work

## LINKS WITH OTHER SUBJECTS

Much of the transactional language in this unit can be used at different points during the school day. There are opportunities to link to aspects of the geography, music and ICT curricula. Teachers can build on aspects of children's work in literacy and English, eg *strategies for identifying phonemes in speech and writing; segmenting words into phonemes for spelling; exploiting and playing with rhyming patterns to increase awareness; identifying and responding to sound patterns in language; working with dictionaries*. Using the accent keys when word processing reinforces aspects of the ICT curriculum.

## EXPECTATIONS

### At the end of this unit

*most children will:*

understand and respond to simple classroom commands; use spoken French to meet and greet others; respond appropriately when register is called; begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases; understand and use numbers 0 to 12

*some children will not have made so much progress and will:*

understand simple classroom commands with prompting and/or visual support; respond to simple questions with support from a spoken model or visual clue; recognise numbers 0 to 12; identify the gender of nouns, referring to a model

*some children will have progressed further and will:*

write and say phrases from memory, with clear pronunciation and meaning; take the initiative in pair work and begin to use classroom language spontaneously; identify classroom objects using the correct gender

## FUTURE LEARNING

Children will reuse and extend the language of classroom interaction. They will have many opportunities to practise sounds and spellings.

In units 2 and 3 children learn to talk more about themselves and other people.

## CORE VOCABULARY AND STRUCTURES

<i>Bonjour!</i>	<i>Excellent!</i>
<i>Salut!</i>	<i>Bravo!</i>
<i>Au revoir!</i>	<i>Ecoutez</i>
	<i>Regardez</i>
<i>Présent(e)</i>	<i>Silence/Taisez-vous</i>
<i>Absent(e)</i>	<i>Touchez</i>
	<i>Montrez-moi</i>
<i>Oui</i>	<i>Donnez-moi</i>
<i>Non</i>	<i>Levez-vous</i>
	<i>Asseyez-vous (correctement)</i>
<i>Comment t'appelles-tu?</i>	<i>Répétez</i>
<i>Je m'appelle ...</i>	
<i>Et toi ...?</i>	<i>Ça va?, Ça va bien ...?</i>
	<i>Ça va – bien</i>
<i>les numéros</i>	<i>très bien</i>
<i>zéro</i>	<i>super</i>
<i>un</i>	<i>mal</i>
<i>deux</i>	<i>comme ci, comme ça</i>
<i>trois</i>	
<i>quatre</i>	<i>Qui est-ce?</i>
<i>cinq</i>	<i>C'est ...</i>
<i>six</i>	
<i>sept</i>	<i>Merci</i>
<i>huit</i>	
<i>neuf</i>	
<i>dix</i>	
<i>onze</i>	
<i>douze</i>	
<i>plus</i>	
<i>moins</i>	
<i>Qu'est-ce que c'est?</i>	
<i>C'est ...</i>	
<i>une table</i>	
<i>une chaise</i>	
<i>une fille</i>	
<i>un livre</i>	
<i>un sac</i>	
<i>un garçon</i>	



## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

#### 1

- to say hello
  - to say goodbye
- Introduce *Bonjour!* and *Salut!* as you shake children's hands around the room. Encourage them to go around the room greeting others.
  - Introduce *Au revoir!* by waving and turning. Encourage children to join in.
  - Encourage children who speak other languages to greet the class in those languages.

#### 2

- to ask and answer questions about how they are
  - to answer the register
- Introduce the question *Ça va?* or *Ça va bien, Holly?* and the various responses. When giving the model for responses, use thumbs up or down for emphasis and plenty of facial expressions. Encourage children to answer the question using their own body language to match their response.
  - Ask for volunteers to perform the short dialogue in front of the class. Children could imagine they are walking down the street when they meet a friend.
  - Every day, call the register in French, *l'appel*, expecting a response in French. If children do not respond appropriately, pretend you have not heard or suggest, *Thomas, il est absent?* Children could volunteer to call the register each day, showing their understanding of the responses given, possibly using a photocopy to avoid errors on the official register.
  - Make children aware of the different sounds of *présent* and *présente*.
  - Children could produce a display of greetings in different languages, matched to national flags. ICT can be used to produce the flag and word process the text. Fonts for languages with non-Roman scripts should be made available if required.
  - Ask for volunteers to perform dialogues in pairs. Match a child you know can initiate dialogue to another who may need a spoken model for reinforcement.

#### 3

- to say their name and ask others their name
- Introduce yourself using *Je m'appelle ... et toi? Comment tu t'appelles?* or *Comment t'appelles-tu?* Ask the question around the room, so that children can respond individually.
  - Cut out pictures of famous and unknown people from magazines. Encourage children to respond as though they are the person or character, *eg point to a child whilst holding up the picture, saying Imaginez ... Comment tu t'appelles?*
  - Develop this question by asking another child to report who it is, *eg Qui est-ce?* to elicit the response *C'est ...* or introduce *il/elle s'appelle*.
  - A guessing game: one child sits with their back to class and asks *Comment t'appelles-tu?* The teacher silently points to another child who disguises their voice and says the wrong name *eg je m'appelle Britney*. First child guesses, *Non. Tu t'appelles Cindy*. All the class respond with *oui/non, je m'appelle Hannah*.
  - When this is well known orally, introduce the words of the question on individual flashcards. Draw out the pattern of the words, giving plenty of repetition. Play games with the flashcards, asking children to place the words in the correct order.
  - Encourage children to perform a dialogue for the class as though they are meeting a new friend for the first time. They use the new language they have learnt.
  - Make some 'snap' cards with pictures of pairs of characters and their names in French, *eg Tom/Jerry, Adam/Eve*. Play with whole class.

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

- respond to and say *Bonjour! Salut! and Au revoir!*
  - Use lots of praise, eg *excellent Jennifer! Super! Très bien Marcus!*
  - Tell children that French people usually kiss each other on the cheeks when they greet a friend or family member. Customs vary in different regions and kisses can vary in number from two to four kisses.
  - *Allo* is used when telephoning.
  - Greetings can be used at any time of the school day for reinforcement.
- 
- understand and ask others the question *Ça va?*
  - respond using *ça va bien, merci, ça va mal, comme ci comme ça*
  - respond with *Présent(e)* or *Oui, madame, monsieur* when their name is called. Respond with *Absent(e)* for absent children
  - Encourage children to repeat words and phrases many times. Build up confidence by asking them to say words in chorus at first, then in groups, then individually.
  - Exaggerate gestures and get children to copy as they say the words.
  - Children could repeat words loudly or softly, while assuming different moods, eg *happy, sad, cross*, to add interest and vary the repetition.
  - When asking the question, differentiate by using open and closed versions, eg *ça va bien, Peter?* to elicit the response, *Oui, ça va bien*, compared with *Noreen, ça va?* to elicit the response, *Oui, ça va très bien, merci.*
- 
- respond with *Je m'appelle ...* when asked their name or when taking another role
  - respond with *C'est ... or il/elle s'appelle ...* when asked who it is
  - take part in a brief prepared dialogue, using visual or other cues as support
  - Older children should start recording the spellings and meanings of words and phrases when they are familiar with them orally. A word processor is an ideal tool for building an individual or class dictionary. Children could add new words to the relevant section at any time, using alphabet-sequencing skills developed in dictionary work in English.
  - Provide a topic-based word bank on a display or in a library corner.
  - Children will need to establish their preferred way of entering accents into text.
  - Children will be familiar with using visual strategies to remember word patterns and spellings (NLS years 3 to 6).
  - Further consolidate the word order by asking children to reproduce the phrase, broken down into one syllable per person. They can clap out the rhythm. Played at speed around the class, this game reinforces the sound and rhythm of the phrase.
  - When children are answering their names, teachers could do some language awareness work comparing children's names across countries, eg *Andrew (English), Andreas (German), André (French), Andrés (Spanish), Andrea (Italian); Catherine (English), Katharina (German), Cathérine (French), Catalina (Spanish), Caterina (Italian).* Children with knowledge of other languages can add other names.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

4

- to count to 12
- Use large cards, dice or number fans to introduce numbers, giving varied opportunities for children to respond and repeat, *eg sit when they hear even numbers, stand when they hear odd ones*.
- Throw a bean bag to a chosen child while saying a number in French. The child says the next number in sequence and then throws the bean bag to another child who gives the next number, and so on.
- Introduce mental arithmetic at a level suited to the class, *eg huit plus deux, cinq moins trois*. Provide visual support on the board for plus and minus signs if necessary.
- Encourage children to work in small groups counting to their own tunes and rhythms and award points to the group with the best pronunciation.
- Play 'Eliminez' or 'Onze'. Count around the class. Children can say up to three numbers at a time, but whoever says *onze* is out. Counting begins again at *un*.
- When children are familiar with numbers orally, use word cards to reinforce the sounds/spelling.

5

- to listen and respond to classroom instructions
- Introduce classroom commands using gestures to help define the meaning of the words. Encourage children to copy the gestures while repeating the words.
- Use the commands to play *Jacques a dit*. If children are caught out, encourage them to help you catch others out by becoming a spy, *eg Tu es l'espion*. Encourage children to take the part of the caller.
- Use *garçon* and *fille* for fun use of commands *eg fille tous les garçons ... levez-vous*.
- Sing *Sur le pont d'Avignon* ... using *tous les garçons font comme ça* ...

6

- to understand and use names for classroom objects
- Introduce classroom items according to gender, *eg c'est un stylo, c'est un livre* with plenty of repetition. Encourage children to sort the items by gender, pointing to or picking up the item while saying the phrase.
- Introduce the question *Qu'est-ce que c'est?* whilst holding up the item and inviting individual children to respond.
- Play a guessing game, *eg Je pense à un objet qui commence par C. Une chaise?*
- Introduce the request *passe-moi un crayon, s'il te plaît*, encouraging a child to pass over the pencil to elicit *merci* or *merci beaucoup*. Encourage children to use this language when working with others and requesting equipment.
- Combine with numbers 1 to 12. Ask *Combien de crayons/livres?*

7

- to say thank you
- Encourage the children to say *merci* when handed an item, either by the teacher or by other children.

## END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding in this unit
- Establish a link with another class or school, French-speaking if possible. Encourage children to collaborate in producing messages for the partner school, starting with exchanging basic introductions and photographs. This could be done using e-mail.
- If a partner school abroad cannot be found, productive links can be made with colleagues at key stage 3, so that children can communicate in French with children in years 7 and 8.
- Create and develop a display of French language and culture, containing *eg French restaurant menus, French phrases, postcards*. This will help to establish the place of French in the key stage 2 curriculum.

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

- understand numbers 1 to 12
- use numbers 1 to 12

- Children could count forwards or backwards, speak on a beat, use number patterns or say 'buzz' on a multiple of two. Such games played at speed motivate the children and take up a short amount of time.
- Differentiate by allocating 'easier' numbers to children who find it difficult to follow the sequences at speed, ask them to count out loud a whole sequence of numbers with which they feel confident.
- Performing actions to number rhymes or songs will help children remember vocabulary for numbers.
- Handling objects or cards will make learning easier.
- Counting in French can be reinforced at any point during the day in any context.
- The activities reinforce strategies used in numeracy work.
- When beginning to read the numbers, demonstrate correct pronunciation by drawing attention to the silent letters in *six*, *dix*, and the *p* in *sept*.

- show understanding of simple commands, everyday classroom language and instructions for setting tasks

- Reinforce the phrases by displaying them in large text around the room. Number them so that you can encourage children to use them by simply directing them to the corresponding number.
- These phrases can be used at any time for effective reinforcement.
- Compare forms of instructions in English and French, building on NLS work for year 3.

- respond to the question *Qu'est-ce que c'est?*, eg *C'est une chaise*

- Working with real objects, cards and games will help children remember.
- Graded questions help with differentiation and build confidence, eg rather than asking the open-ended question *Qu'est-ce que c'est* from the outset, ask: *C'est un crayon? Oui ou non?* to elicit the response, *Oui, c'est un crayon*. Then ask: *C'est un stylo ou c'est un crayon?* Then ask the open-ended question: *Qu'est-ce que c'est?*
- Praise children who use the target language spontaneously with their peers.
- Teachers may want to encourage children to keep their own records and 'claim' points/stickers. Alternatively, divide the class into teams for a term and award points to teams.
- The *European Language Portfolio* can be used to help children record achievements and to assess their own progress.

- give an appropriate polite response when handed an item

- use the target language for real purposes, considering the experiences of other people
- begin to write captions and very short sentences in French

- Some children will be familiar with sending, receiving and responding to e-mails. They can be encouraged to send an e-mail using an address book and to add attachments.
- Children consolidate skills in using e-mail to send and receive messages.
- The website *Windows on the World* ([www.wotw.org.uk](http://www.wotw.org.uk)) of The Central Bureau for Educational Visits and Exchanges provides opportunities for finding e-mail partners.