

# Unit 12 Un pays francophone

## ABOUT THE UNIT

This unit can be used at the end of year 6 and the beginning of year 7 as a bridging unit. It allows primary children to celebrate and consolidate what they have learnt.

Work might include: preparing for a real or imaginary visit; study of a French-speaking location; planning and executing a joint project with a partner school abroad; planning and performing a concert of French songs and sketches; a French day; meeting MFL teachers from receiving secondary schools; videoconferencing with French-speaking pupils abroad.

## WHERE THE UNIT FITS IN

This unit draws on all the vocabulary and structures previously learnt. It enables teachers to reinforce, consolidate and revise topics and language and allows children to explore independently and extend their own linguistic horizons.

The school selects a theme that will enable children to practise language in a real and different context. Children's work can contribute to an event or display, which can be exploited in the secondary school. Children can use French and English, *eg children joining the group with no prior knowledge of French will be able to contribute to the 'End-of-unit activity' in English.*

## PRIOR LEARNING

It is helpful if children already know:

- most of the core vocabulary and structures covered in units 1 to 11

## OUT-OF-SCHOOL LEARNING

Additional research can be done outside the classroom if children have access to ICT and the internet. Careful presentation of the study, *eg using art materials, ICT, video and audio recording*, will enhance MFL in the primary phase. Encourage children to collate a folder of work as a celebration of achievement, *eg using the European Language Portfolio.*

## NEW LANGUAGE CONTENT

- study of a synoptic theme, *eg a francophone location*
- independent study using ICT and the internet, books, dictionaries, letters
- possible contact with a partner school
- key language relating to the theme or location

## RESOURCES

- maps of Europe, the world
- globe
- tourist brochures, information from embassies, books in English and French if available
- access to ICT and the internet
- overhead transparencies (OHTs), photos, scanned images
- artefacts
- examples of local recipes and foods
- modelling materials for additional artwork, models, displays

## LINKS WITH OTHER SUBJECTS

There are links with many areas of the curriculum, *eg geography, music, citizenship, RE, food technology, art and design, ICT, dance, drama.*

## EXPECTATIONS

### At the end of this unit

*most children will:*

obtain and understand information about a francophone country; contribute to an 'event' to celebrate experience of French in primary school, linking to work in secondary school; write sentences describing a location

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

copy single words or short phrases

*some children will have progressed further and will:*

work independently for some of the time to retrieve original material; produce displays and reports using language taken from an original source; show confident recall of known language and structures; speak and write French with some awareness of grammatical accuracy, *eg adjectival agreement, verb endings*

## **FUTURE LEARNING**

This synoptic unit represents the culmination of the primary French programme, and links with the secondary phase. Children might receive a record of achievement, *eg European Language Portfolio*, at the end of this unit to recognise their primary MFL studies.

Language and skills reinforced in this unit should form the basis for confident, competent and motivated children in year 7 and beyond. By practising the language using a multi-disciplinary approach, the children recognise French as a means of communication and a tool to achieve other tasks.



## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

1

- about travel to a francophone location
- Show a map of Europe and ask children to identify France, Belgium, Switzerland, etc as well as Paris, the UK and their home town. *Où est (+ town)?* Revise compass points and directions. Ask children to identify distant locations on a globe, eg *Voici le Canada, la Guadeloupe*.
- Introduce the idea of an imaginary visit, eg *Nous allons visiter la Suisse/ La Martinique. C'est une bonne idée? Qui a un passeport?* Show children a real passport.
- Reinforce the idea of a visit with a discussion in English, asking the children to imagine what it might be like, what they would like to find out, where to get information, how they might travel, etc.
- If possible use actual timetables to revise telling the time, and talk about how long it takes to get to a place.
- Make individual 'passports' in which children write their name, date of birth, address, nationality and 'je parle français'. Add a photo or picture and a school stamp for 'authenticity'.
- Use role plays to practise appropriate dialogue, eg *Le passeport s'il vous plaît Monsieur/Madame. Comment t'appelles-tu? Quel âge as-tu? Où habites-tu? Tu parles français?* and responses.
- ▲ In the classroom or hall, set out chairs to make an imaginary airport waiting room and plane. Announce the flight, eg *Air France annonce le vol 345 à destination Montréal. Les passagers sont priés de se rendre à la porte numéro 6*. Once inside the 'aircraft' teachers can take the role of flight attendant and act out simplified safety precautions, eg *Mesdames et messieurs. Regardez attentivement. Pour attacher la ceinture de sécurité, faites comme ceci. En cas d'urgence le masque à oxygène descendra. Mettez le masque sur la bouche et respirez normalement. Le gilet de sauvetage est sous le siège. Le capitaine et son équipage vous souhaitent un bon voyage*. Children may have the opportunity to visit a local airport and even a flight simulator. Teachers could ask native French speakers to audio- or video-record the instructions, and ask children to respond with actions.
- Start a big classroom display on the location with maps and flight information, passports, etc. Build on this throughout the unit.

2

- how to find and access information about the francophone location
- Discuss sources of information in English. Depending on available resources, encourage children to plan a list of information they would like to find out.
- Discuss the support materials that are available to them if the information is in French, and where else they might go/write/e-mail/fax for more information. Encourage them to work independently on this, using bilingual dictionaries.
- Present an 'information gap' letter in French asking for information or brochures, so that children only complete short phrases or single words in the target language. Send at least some of these, eg *to French Embassy, tourist offices*.
- ▲ Show children how to access the relevant websites and how to download information.
- ▲ Encourage children to make an individual or group folder of work, and to organise their work systematically.
- Add examples of all these to the ongoing display.

3

- to read and understand a simple letter hand-written in French
- ▲ Present a hand-written letter in French that most children could understand with minimal support. Suggest that it has been written especially for them, using a French airmail envelope, a stamp and, if necessary, a smudged postmark. Comment on the different handwriting style, eg *Voici une lettre. C'est de Paul. Paul habite en Belgique. Regardez le style. C'est différent, n'est-ce pas?*
- ▲ Ask for volunteers to read the letter. Ask other children to repeat and read out sentences, encouraging accurate pronunciation and increased fluency. Check for meaning in English if necessary, eg *Qu'est-ce que c'est en anglais?*
- ▲ Using multiple copies, encourage the children to copy the style of handwriting, especially words they do not know. Show them other examples if available.

4

- to find the location on a world map or globe
- to reuse language of compass directions and of finding the way
- Using maps and the globe, revise vocabulary and structures.
- Using town plans, revise asking the way and giving directions.
- ▲ Encourage children to build up a 'portfolio' of spoken role-play situations. They could perform these, revising previously learnt structures in a new context and within the theme.

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

- listen carefully and respond to instructions
- develop understanding of different means of transport to distant places
- practise telling the time
- make their own 'passport' in French

- The more imaginative and 'authentic' this introductory session, the more involved the children will feel in the unit, and the more creative will be their own responses.
- This is an ideal opportunity to talk about the practicalities of travelling. Discussions about EU and non-EU countries, time zones, inoculations, luggage allowances and travel times increase cultural awareness.
- 'Passports' in French could be attached to a Record of Achievement or European Language Portfolio to be transferred to the secondary school.
- This activity links with aspects of the geography curriculum.
- This work provides opportunities for extended writing and oral presentation in English for different audiences. Children build on their knowledge of different text types in English and link with year 6 work on literacy to develop a journalistic style considering: selection and presentation of information; balance of reporting; interest of the reader.

- use a bilingual dictionary for a real purpose
- write/e-mail/fax asking for information from an official body, using limited phrases in the foreign language
- develop presentation skills

- Schools with a link in the country studied could do this as an exercise with their partner class.
- There are close links with aspects of English in year 6. Children could apply their reading for information skills, *eg skim, scan, read for details (NLS year 6)*.

- read and understand a hand-written letter in simple French

- This activity links with comparison of types of letters in English. Children will have studied letters (NLS year 5).

- use geography skills to find the location
- create and perform role plays with a partner relating to finding the way in a strange place
- revise and include known vocabulary and structures

- Some children will use very simple language and may need support with giving and understanding directions. They may need constant encouragement and praise.
- There are links with aspects of the geography curriculum.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

5

- cultural awareness of the location
- Introduce aspects of the culture of the location using textual, pictorial, multimedia or other evidence, eg *the topography, different fruits, vegetables, crops and foods, architecture, weather/seasons, the school day, pastimes, sports, children's activities, music and daily routines*.
- Develop children's awareness of the similarities and differences between countries by showing pictorial evidence, and introducing key vocabulary in French in the usual way.
- ▲ Further discussion in English on the question of similarities and differences might be appropriate.
- Encourage children to respond to artefacts or pictures by creating role-play situations, or by writing short sentences about them for display work. Put the items in a bag and ask a volunteer to pull out an item and say a sentence in French about it. Repeat this with several children.
- Using photo-packs and OHTs of photos, reinforce and revise topic areas previously covered, as appropriate, eg *the school day, present tense verbs*.
- Revise adjectives and adjectival endings with examples taken from the location, eg *Voici une grande maison bleue et blanche. C'est une 'case' typique de la Réunion*. Encourage children to describe the pictures themselves.
- Present a recipe using tropical or unusual fruit or vegetables. Teach the new words in the usual way, and revise colours and sizes, eg *une grande mangue verte*. Use simple written instructions in French, supported by diagrams or pictures. Prepare a dish, eg *une salade de fruits exotiques*, in class, and put the recipe in the display. Encourage children to bring in packets or pictures of food and drink, eg *vanilla pods, coffee beans, brown cane sugar*, and recipes from the location.

6

- to transfer language learnt in key stage 2 to key stage 3
- The organisation of a joint key stage 2 and 3 activity, in whatever form, is a valuable way to bridge the gap between the two key stages.
- Teachers should ensure that some form of written record is transferred between key stages, to allow for progression and continuity in the secondary school.

### END-OF-UNIT ACTIVITY

- This unit lends itself to a joint activity or display with secondary colleagues. This could be started in the primary school and 'celebrated' in the autumn term of the receiving secondary school, bringing together children from different feeder schools in a common purpose. Alternatively, it could be the focus for a 'primary French afternoon' hosted by the receiving secondary school, and expanded to include work by children who have not studied French at key stage 2. The activities could be videotaped, with copies in both schools, and MFL staff from both key stages could be involved in the planning and organisation.

## LEARNING OUTCOMES

### CHILDREN

- repeat new vocabulary accurately
- consider what is the same and what is different in another country
- describe the images in oral and written form, beginning to use longer and more accurate descriptions in French
- begin to notice where products originate and relate these to the distant location
- follow oral or written instructions in French to produce a typical dish

## POINTS TO NOTE

- The images should not be simply stereotypical tourist-type photos, but should reflect things that are familiar but possibly a little different, *eg photos of a bus, parents waiting for the children at the school gate, children using computers for homework.*
- Handling real artefacts creates a feeling of ownership and complicity, *eg volcanic rock, Muslim scarves.* The artefacts need not have been acquired directly from the location, *eg volcanic rock from a Greek island.*
- Some children will have tasted or seen tropical fruits and vegetables, but some may not. Linking new experiences to the foreign language reinforces the aim of opening children's minds and reducing ethnocentricity.
- Linking religious beliefs and practices, *eg Ramadan, Holi,* to 'known' groups of people or children in the location to be studied humanises the facts and deepens understanding.
- There are potential links with aspects of music, art, history, RE, geography, technology, citizenship and global awareness.
- Children could apply their knowledge of descriptive writing in English.
- Compare instructions and recipes in French and English (NLS year 3).

- complete appropriate sections of a record of achievement and collate examples of good work for transfer to secondary school, *eg using the European Language Portfolio*

- Develop a common format for a record of achievement.

- Making this end-of-unit activity into a big event may help the integration of children from different primary schools into key stage 3.