

Unit 2 Je me présente

ABOUT THE UNIT

In this unit children learn to say their age and where they live. They learn the days of the week, some phrases about weather and the alphabet in French. There are opportunities to discuss the celebration of festivals, including Christmas.

WHERE THE UNIT FITS IN

This unit consolidates the introductory phrases from unit 1 and provides opportunities for children to say more about themselves. Children make presentations and consolidate number work. They build on pronunciation work, learning the alphabet and how to pronounce the plurals of nouns met in unit 1. They learn about the customs of other countries and cultures and consider their own in comparison.

PRIOR LEARNING

It is helpful if children already know:

- the numbers from 0 to 12
- how to calculate averages

NEW LANGUAGE CONTENT

- singular of verbs *avoir* and *habiter*
- numbers 13 to 21
- days of the week
- weather phrases
- the alphabet
- vocabulary for aspects of nationality and festivals

RESOURCES

- number, letter and word cards
- charts or spreadsheets
- map of France, world map in French
- songs
- word processor
- images from festivals

LINKS WITH OTHER SUBJECTS

Some suggested activities reinforce aspects of English and literacy, mathematics and ICT curricula. The activities to do with festivals and celebrations relate to aspects of citizenship and also link to aspects of the curriculum for music.

EXPECTATIONS

At the end of this unit

most children will:

understand and use set phrases to talk about themselves and ask others for simple personal information; understand numbers from 12 to 21, count and use numbers out of sequence; understand and say days of the week and weather phrases; take part in a brief prepared task, using visual and other cues for support; begin to recognise and pronounce sounds of combinations of letters and certain words and set phrases; compare ways in which they and other people celebrate festivals

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

understand and produce responses to simple questions with support from a spoken model or visual cue; understand and say numbers, days of the week and weather phrases, when prompted

some children will have progressed further and will:

ask simple questions and write set phrases, using mainly memorised language (their pronunciation and meaning are clear); take part in brief prepared tasks of at least two or three exchanges, using mainly memorised language; use target language to collect and present information; show understanding of short, word-processed text, containing familiar language; work independently, accessing reference materials

FUTURE LEARNING

Future units will consolidate and extend knowledge of sounds, spellings and numbers.

Units 3 and 4 enable children to describe family members and domestic pets.

CORE VOCABULARY AND STRUCTURES

Quel âge as-tu?

J'ai ... ans

Où habites-tu?

J'habite à (+ city/town)

C'est combien?

treize

quatorze

quinze

seize

dix-sept

dix-huit

dix-neuf

vingt

vingt et un

l'alphabet français

Comment ça s'écrit?

Bonne fête

Meilleurs voeux

Joyeux Noël

Bonne Année

La Fête des Rois

Il fait beau

Il fait mauvais

Il fait chaud

Il fait froid

les jours de la semaine

lundi

mardi

mercredi

jeudi

vendredi

samedi

dimanche



LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

1

- to say their age and ask others how old they are
- Revise numbers 1 to 12.
- Introduce the question *Quel âge as-tu?* giving plenty of repetition. Use number flashcards to elicit answers from children, eg *moi, j'ai dix ans* .
- Give each child a card with a name and age, eg *Loulou – 2* , and a grid containing the names, but without the ages. Children circulate and ask each other names and ages, entering the information on the grid. At the end of the task children must say the correct answers so that sheets can be checked. There are several possible responses depending on what children have learnt and their confidence in using the language, eg *Loulou – deux ans* or *Loulou a deux ans* or *Je m'appelle Loulou. J'ai deux ans* or *Elle s'appelle Loulou. Elle a deux ans*.
- ▲ Children carry out a survey or *sondage* to ascertain the average age in the class. Insist that they are to use only the target language for the duration of the exercise. Introduce the word *mois* as children will be of a similar age and will need to add months.
- ▲ Children prepare a simple chart or spreadsheet to present the data they have collected. They could ask their French-speaking link class (or another class in the school) to carry out the same exercise in order to make comparisons.
- ▲ Introduce simple phrases to allow children to interpret the information, eg *la plupart des élèves a dix ans, personne n'a huit ans*.
- ▲ Reinforce the structure of the question using word cards.

2

- to say where they live and ask others where they live
- Introduce the phrase *J'habite à* (+ town), using a map on the overhead projector (OHP) or digital projector. Encourage children to respond to the question *Où habites-tu?* as you point to various localities.
- Encourage children to apply the question and answer using other world cities they have learnt about in other curriculum subjects.
- ▲ Encourage further progression by combining the name of the town or city with the country, eg *J'habite à Nottingham, en Angleterre* . Remember to stress the difference between *J'habite à Londres, en Angleterre* .
- Discuss pronunciation of town names such as *Londres, Berlin, Paris* .
- Encourage children to role play imaginary situations, eg *at the customs* . They now combine the questions and answers dealing with personal identification to form an extended speaking activity (name, age and home town).
- ▲ As a reading activity, children work on jumbled conversations or phrases in a word-processed text to form a model dialogue. Activities might include reordering the phrases so that they read consecutively and using cut-and-paste techniques; editing the text, replacing underlined text with alternatives and using delete, insert, and drag-and-drop techniques.

3

- to describe their nationality and the languages they speak
- Introduce a small number of nationalities using flashcards of flags, giving plenty of repetition. Gradually introduce the question *Tu es de quelle nationalité?* using the flags to elicit the response from children, eg *je suis britannique, anglais(e), gallois(e), écossais(e), irlandais(e)* .
- Make links between towns introduced earlier and countries where the towns are located.
- Many of the nationality words are quite long and could be reinforced visually with individual flashcards for each syllable.
- ▲ Introduce the question *Quelles langues parles-tu?* using flashcards of the language words.
- Encourage children to celebrate the links that members of the class have with different parts of the world by creating a display. Pinpoint significant places on a large map, matching appropriate flags to countries and ask children to provide real items from the relevant countries.

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN

- say how old they are and ask others their age, *j'ai neuf ans, et toi?*
- show understanding of others' responses by saying or writing correct ages
- ask and answer questions about name and age
- use the target language to collect and present information

- Present new language using mime, gesture, actions or objects.
- Statements can be changed to questions in French using intonation, eg *Tu as dix ans? Tu t'appelles Loulou?*
- Compare the use of intonation in English and French to signal a question.
- Children requiring extra support may need a visual prompt when carrying out the survey. This could be provided on the board as a 'help bubble' or given as integral to their version of the data collection sheet.
- Many tasks are more effective if time limits are set and children feel challenged. A time limit could be set for completion of the survey to add a sense of urgency.
- Children may be familiar with entering and saving data and creating charts. Encourage them to create their own data collection form, designing it in a way that aids entry into the data handling package. Encourage children to choose the appropriate form of graph to represent the information.
- Children could boost their confidence in speaking French by disguising their identity with a paper plate mask.

- use set phrase to respond to the question, eg *J'habite à Salford*
- substitute items of the model phrase to vary the statement
- take part in brief prepared task, using visual cues to help them initiate and respond
- show understanding of short word-processed dialogue, made up of familiar language

- A French-speaking episode could be incorporated into role-play work in English to develop speaking and listening in both languages. Performances can be video recorded, allowing children to evaluate their performances.
- If the written form of *habite* is presented, highlight the silent *h* and insist on good pronunciation when reading aloud.
- Some children will need to refer to scripts, bullet points or kernel phrases (phrases set out with only the first letter of every word) on the board.
- You may wish to encourage children to evaluate their own performance and progress against given criteria, such as those in the *European Language Portfolio* or the national curriculum.
- Some children will be familiar with the techniques mentioned. They can be encouraged to create their own examples of text files.
- Children will be familiar with structuring dialogue in English (from writing dialogue in narrative and from play scripts, NLS years 4 and 5).

- describe their nationality and ask others the same question, eg *je suis britannique, et toi?*
- say what languages they speak, eg *je parle l'anglais et l'urdu*

- Consider the range of nationalities and languages spoken in the class when preparing vocabulary and resources for this activity. In writing, children may need references to support gender agreement for adjectives of nationality, eg *je suis française*.
- Compare the use of capital letters to denote nationality in French and English.
- Avoid using the same flashcard to elicit a different response as it may confuse, eg *the same flashcard to elicit both je suis britannique and je parle anglais*.
- Children could be introduced to national anthems and world music taken from the appropriate countries.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

4

- to understand and use numbers to 21
- to understand and use numbers to 21
- Revise the numbers previously met.
- Introduce 13 to 21, using games, songs and rhymes. Stress the lexical link of the early 'teens' with numbers 1 to 6 and the regularity of the late 'teens'.
- Introduce *C'est combien?*
- Play a 'guess the number' game: *Je pense à un nombre entre dix et quinze. Qu'est-ce que c'est?* The child who guesses the number correctly then takes over the teacher's role and says: *Je pense à un nombre entre ...*

5

- to understand and say the days of the week
- to understand and say the days of the week
- Present the days in rhyme or song and ask the class to chant with you. This can be practised every day.
- Give each child a card with the name of a day of the week on it. Call out the days at random. When children hear the day written on their card they must hold it up.
- Say the days in sequence, missing out one day. Children must tell you which day is missing.
- Write the first letter of each day on the board as a prompt. Point to the letters at random to see if children can remember the days.
- Use word cards when children can remember how to pronounce the days properly.

6

- to describe the weather using a few simple phrases
- to describe the weather using a few simple phrases
- Introduce phrases to describe weather, using objects such as an umbrella, sunglasses or flashcards, with plenty of facial and vocal expression.
- Elicit a response using the question *Quel temps fait-il?* while holding up the flashcard. Gradually introduce the notion of where, using places they are familiar with, eg *Quel temps fait-il à Leeds?*
- ▲ If more phrases to describe weather are introduced, children can work individually or in pairs to present a weather forecast (*la météo*), eg *il pleut, il neige, il fait du brouillard, il gèle* , using a map of the UK, France or a country of their choice.
- ▲ Children make their own symbols and use their own weather phrases. They could use an OHP or digital projector to show their map. Performances can be video-recorded so that children can listen to and assess the quality of their performance.

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN

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| <ul style="list-style-type: none"> • understand and use vocabulary for numbers 0 to 21, both in and out of sequence • respond to <i>C'est combien?</i> by correctly identifying a given number | <ul style="list-style-type: none"> • Encourage children to consider the word root of the Arabic number system, comparing number words in their own language with French and other languages known by members of the class. • Work in this area reinforces aspects of literacy, eg <i>reciting poetry by heart, recognising rhyme and other patterns of sound</i> (NLS year 3). |
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| <ul style="list-style-type: none"> • understand and use the vocabulary for days of the week | <ul style="list-style-type: none"> • Talk about the derivation of some of the names of days of the week, eg <i>lundi – lune – moon – Monday</i> , and compare the words with the names of the days in other languages. • Make deliberate mistakes to provoke a reaction. See if the children can spot the mistakes and correct them. • Remind children of their work with sounds and rhythms of poetry and of reading poetry aloud in English (NLS year 4). |
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| <ul style="list-style-type: none"> • respond to the question using short phrases, eg <i>il fait beau/ mauvais, chaud/froid</i> • name and describe the weather in various places, eg <i>à Birmingham, il fait beau</i> • write correctly the phrases to describe weather | <ul style="list-style-type: none"> • Weather phrases could be used every day for speaking and writing reinforcement. • Using gestures or actions will help children remember. • Encourage children to find weather reports from newspapers read at home. Ask them to compare the different temperatures around the world and encourage them to acknowledge the value of universal weather symbols. • Encourage children to be creative in their performance. Remind them of their work in English and drama. Encourage them to use the names of well known weather presenters and television theme tunes to accompany their presentation. Children should be encouraged to use ICT to improve the quality of their presentation. • Some children will need scripts or other visual support, others will use phrases from memory. • If more weather phrases are introduced, children could produce a world weather chart using information gathered from the internet, CD-ROMs or newspapers. This work reinforces aspects of the geography curriculum and key stage 2 scheme of work and work on explanatory texts in English (NLS year 5). |
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LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

7

- the alphabet
- accurate pronunciation and simple spellings
- about sounds and the spellings of certain words

POSSIBLE TEACHING ACTIVITIES

- Sing *l'alphabet* to the tune of *'Twinkle, twinkle little star'*.
- Use word cards of the letters for flashcard games.
- Spell out your own and others' names, asking children to write the letters as you say them. Ask the children to spell them back to you.
- Spell out specific words from this unit, eg *bonjour, salut, au revoir*, asking children to write down the letters as they hear them. Ask them to spell the words back to you.
- Ask the children to trace letters in the air for others to guess.
- Ask the children to play teacher, dictate letters to the class and spell words for others to guess.
- Ask the children their names and then how to spell them.
- Revise the sound work from the previous unit and consolidate learning by drawing out specific sounds of new words met in this unit, eg *tu, une, salut; trois, toi, moi; feutre, deux, jeudi; dix, six; and add joyeux, voeux, onze, garçon, bonjour, crayon; je, jeudi; and treize, seize, chaise*.
- Consolidate knowledge of sounds and spelling, using the classroom items presented in unit 1, by adding more familiar words, eg *une table, une gomme, un sac*.
- Introduce some plural forms by using the question *Qu'est-ce que c'est?* to introduce the response *ce sont des livres*.
- Demonstrate that the final *s* is not pronounced.

END-OF-UNIT ACTIVITIES

- Revise work on festivals with children in English and encourage them to share their experiences of celebrations of religions, countries and cultures, eg *Diwali, the Epiphany, Saint Nicolas*.
- Introduce seasonal songs, including Christmas carols in French – many commercial tapes are available to support this.
- With the children, listen to the French carols and identify vocabulary associated with the Nativity. Talk about ways in which Christmas is celebrated in France.
- Encourage children to use simplified dictionaries and reference materials to discover meaning.
- If you have a link with a French-speaking class, send examples of how festivals are celebrated, eg *recordings and lyrics of songs; simplified versions of the Nativity; simple descriptions of festivals; greetings cards*.

LEARNING OUTCOMES

CHILDREN

- understand and use the alphabet to spell names and simple French words
- write down letters and simple words as they are spelt out
- recognise sounds when they hear them
- produce the written form of certain sounds and words
- recognise familiar words when spelt out, writing them down for reinforcement, using written support, matching or linking activities
- learn more about how sounds are represented in writing

POINTS TO NOTE

- Children will learn most of the letters quickly. Give special attention to E, I, G, J.
- The alphabet can be used at any time for effective reinforcement.
- The possible teaching activities should not be taught as discrete items but can be integrated with the other activities as appropriate.
- Use of a multi-sensory approach will help children remember.
- Use different voice techniques, saying the sounds softer then louder or use low and high pitch to vary the repetition exercises.
- Children can be encouraged to work independently to learn more sounds, for instance how to spell longer words, answering the question *Comment ça s'écrit?* frequently in class.
- Children will be familiar with compiling their own dictionary definitions and organising information alphabetically in English.
- By year 5 children should have a range of strategies to assist spelling in English, eg *segmenting words into phonemes, building up words from syllabic parts, including prefixes and suffixes*.
- Some primary schools in France publish pupil versions of the alphabet with sound on the internet.
- The classroom items presented in unit 1 all form the plural by adding *s*.
- Take this opportunity to talk about silent letters. To build up children's awareness of spelling and pronunciation, show a word, say the word, then ask children to identify the letter or cluster of letters which are not pronounced.
- Children will be familiar with the fact that not all letters are pronounced in English. Refer to patterns of relationships between sounds and letter strings in English. This is a way of learning some spellings, and will reinforce the use of similar strategies in French (NLS year 5).

- consider their own culture, comparing it with others
- listen carefully, using context and clues to interpret meaning
- use books or glossaries to find out the meaning of new words

- If children are building their own electronic dictionary, new words need to be added. Children could be encouraged to sort their words with increasing complexity, using cut-and-paste or drag-and-drop techniques.