

Language

Core language

<i>Bonjour!</i>	Hello!
<i>Salut!</i>	Hi!
<i>Ça va?</i>	How are you?
<i>Ça va bien/mal. Et toi?</i>	I'm fine / not well. And you?
<i>Au revoir</i>	Goodbye
<i>Monsieur/Madame</i>	Sir/Madam, Mr/Mrs

oui/non yes/no

Je m'appelle ... My name is ...
Comment tu t'appelles? What's your name?

Voici ... Here is ...

un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix 1–10

Quel âge as-tu? How old are you?
J'ai sept/huit ans I'm seven/eight years old

Additional language for this unit

<i>ma mère</i>	my mother
<i>mon père</i>	my father
<i>ma sœur</i>	my sister
<i>mon frère</i>	my brother

Additional language for teachers

super, bravo, très bien! super, great, very good!

<i>Taisez-vous</i>	Be quiet
<i>Écoutez/Écoute</i>	Listen (plural/singular)
<i>Venez/Viens ici</i>	Come here (plural/singular)
<i>Montrez/Montre-moi</i>	Show me (plural/singular)
<i>Répétez/Répète</i>	Repeat (plural/singular)
<i>Touchez/Touche l'image</i>	Touch (plural/singular) the picture
<i>Répétez/Répète si c'est vrai</i>	Repeat (plural/singular) if it's true
<i>Recommencez/Recommence</i>	Start (plural/singular) again

<i>la famille</i>	the family
<i>Voici la famille Simpson</i>	Here is the Simpson family
<i>Voici ma mère, etc</i>	Here is my mother, etc



Unit 1 Moi (All about me)

About the unit

In this unit children learn to introduce themselves, greet others and say how they are. They begin to respond to and ask questions about name and age. They begin to recognise some letter names in French. They discuss linguistic diversity within their class. They understand that French is spoken in France and elsewhere.

Where the unit fits in

This is a suitable unit for introducing the teaching of French. It encourages children to listen attentively to new sounds and to start to make sound and spelling links. It reinforces opportunities for children to work cooperatively.

Prior learning

It is helpful if children already know:

- how to speak audibly and clearly
- how to work with a talk partner.

New language

- Simple greetings
- Making simple statements (about name and age)
- Asking simple questions (about name and age)
- Numbers 1–10
- *s'appeler*: *je* and *tu* forms

- Questions: inversion of verb and subject
- Possessive adjectives: *mon, ma*
- Phonic focus: *on, u, j* and *ère*

Resources

- Maps, globes and atlases
- Flags to indicate on a class display locations where French is spoken
- Song to practise greetings
- Mirrors
- Two puppets
- Song *Sur le Pont d'Avignon*
- Outlines of body shape for language portraits

- DVD clip of children introducing themselves in French
- Images of a famous family, eg The Simpsons
- Picture and text cards for family members
- Children's photos or drawings of family members
- Digit cards, dice or number fans for numbers 1–10
- Resources for Bingo
- Song to practise numbers
- Picture of birthday cake, balloon or card for a seven- or eight-year-old

Links with other subjects

Primary framework for literacy: speak with clarity; listen to others in class, ask relevant questions and follow instructions; listen to talk by an adult, remember some specific points; read high- and medium- frequency words independently and automatically (year 2)

Primary framework for mathematics: represent data as a pictogram (year 2)

Geography: use of atlases; globes and maps at a range of scales; locate places

ICT: share and exchange information in a variety of forms

PSHCE: develop good relationships and respect differences between people; think about the lives of people living in other places, and people with different values and customs; appreciate that differences and similarities between people arise from a number of factors; listen to other people; play and work cooperatively

Expectations

At the end of this unit

most children will:

understand about linguistic diversity in their class and that French is spoken in France as well as elsewhere; greet others with confidence and understand the differences in social conventions when people greet each other; reply to the questions *Comment tu t'appelles?*, *Quel âge as-tu?*; understand and use numbers 1–10; begin to recognise, read and pronounce sounds *on, u, j* and *ère*

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

respond to simple questions with support from a spoken model or visual clue; recognise numbers 1–10; discriminate sounds and identify meaning when items are repeated several times

some children will have progressed further and will:

say and write short phrases from memory; have clear pronunciation; initiate conversations when working with partners; take part in speaking tasks of two or three exchanges; show understanding of a short written text containing familiar language

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Languages we speak

- to listen attentively and understand everyday classroom language (O3.4)
 - about the different languages spoken by children in the class (IU3.1)
 - to locate the country/countries where the language is spoken (IU3.2)
 - to recognise that many languages are spoken in the UK and across the world (KAL)
 - to practise new language with a friend in and outside the classroom (LLS)
- Tell the class about languages that you speak or have contact with.
 - Invite children to have a similar discussion with their talk partner and report back to the class.
 - Ask children where in the world English is spoken and show them where some of these places are.
 - Explain that they will be learning French and ask if they know where this is spoken. Show them where some of these countries are.
 - Introduce *Bonjour!* (Hello!) and *Salut!* (Hi!) as you shake children's hands around the room. Consolidate with a song or DVD clip. Encourage children to go around the room greeting others.
 - Ask the children to practise the sounds *j* and *u*. Encourage them to look at your mouth, especially when modelling *u*.
 - Introduce the question *Ça va?* (How are you?) and hold up your thumb or draw a smiley face on the board to illustrate the reply *Ça va bien et toi?* (I'm fine and you?). Practise saying this around the class. Encourage children to go around the room, greeting each other and asking how they are.
 - At the end of the session, wave goodbye and say *Au revoir*.

- understand that English is spoken in countries other than the UK
- understand that French is a language spoken in France and elsewhere
- respond to and say *Bonjour!* and *Salut!*

- Links with work in English: The first activity links with year 2 work on listening – listening to a talk by an adult, remembering some specific points and identifying what they have learnt. The second activity links to year 1 work on group discussion and interaction, taking turns to speak and listening to others' contributions.
- Follow-up: Create a class display showing flags and locations of countries where French is spoken.
- Some children will need to be encouraged to look carefully at the face/mouth of the person modelling the new language when new words are introduced. Using a DVD or video clip from a digital content provider provides a role model within an authentic context.
- Use lots of praise, eg *Bravo!* (Well done!).
- Follow-up: Give children opportunities to listen to songs or rhymes to practise the greetings.
- Follow-up: Take advantage of other opportunities during the week to greet children in French.
- Follow-up: Encourage children to answer the register in a language other than English.
- Follow-up: Use software that allows text to be manipulated (eg into wavy lines and alternative shapes) to produce greetings in languages identified by the children for a display.

Section 2. Language portrait

- about the different languages spoken by children in the class (IU3.1)
 - to identify social conventions at home and in other cultures (IU3.3)
 - to recognise that many languages are spoken in the UK and across the world (KAL)
 - to practise new language with a friend in and outside the classroom (LLS)
- Revise *Bonjour!* and *Salut!* Children who know a greeting in another language can greet the class.
 - Revise *Ça va?* *Ça va bien et toi?* Introduce an alternative answer – *Ça va mal* – by showing your thumbs down or drawing a sad face on the board. Invite children to move around the class, shaking hands, giving a greeting and asking each other how they are.
 - Ask children to practise the *on* sound by holding their noses. Encourage them to look at the shape of your mouth and to look at their own in a mirror.
 - Ask the children if they know another word containing the *on* sound (*Bonjour*).
 - Listen to the song *Sur le Pont d'Avignon*. When children hear a word with the *on* sound, they raise a hand.
 - Teach *monsieur* and *madame*. Show a video clip from a DVD or digital content provider of adults and children greeting each other in French.
 - Compare the French sound *on* with the sound this letter string produces in English. Make the comparison explicit by using two puppets (one which says some English words with the *on* sound and one which says *Bonjour*).
 - Recap on the languages that you speak in order to introduce the idea of a language portrait. Use a blank outline of a body shape and model how you can colour it in to show the importance of these languages to you, eg 'I do my thinking in English, so I am colouring the head in blue. I know a little bit of Spanish, so I'll colour the fingertips red. I speak Arabic with my grandmother, so I'll colour the heart yellow.' Label your portrait with the languages.
 - Children complete their own language portraits.
 - At the end of the session, wave goodbye and say *Au revoir*. Encourage children to reply with *Au revoir*, *monsieur/madame*.

- appreciate the diversity of languages spoken within the class
- understand that other languages may have sounds that are different from English
- understand the differences in social conventions when people greet each other
- say *Bonjour!* and *Salut!* with accurate pronunciation
- say and respond to *Au revoir*

- Discuss social conventions when greeting people and mention how important this is to French speakers. Invite comparisons with any other languages the children know.
- Tell children that French people usually kiss each other on the cheeks when they greet a friend or family member. Two men or boys greeting each other or people who know each other less well shake hands.
- Some French-language websites have the words and music to traditional songs and rhymes.
- Many schools use digital content providers to access materials. Some, such as the BBC, are free, while others are on subscription. Free digital content providers can be accessed at home or in a public library.
- Children could also use a paint package to colour an image of a body in which elements are separated in outline.
- Follow-up: Complete language portraits for other family members and share these with the class. Make a display and invite visitors to the class to add theirs.
- Follow-up: Produce a bar chart to show languages children speak or come into contact with. Children could use an appropriate graphics software package for this.
- Follow-up: Answer the register with *Bonjour*, *monsieur/madame*.
- Follow-up: Create a class word bank using a display book with a different-coloured sheet for each sound. Include *on*, *u* and *j* and ask the children to suggest words to go on each page, eg *bonjour*, *pont*, *Avignon* or *salut* (*bonjour* can go on two lists).

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Names

- to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to identify social conventions at home and in other cultures (IU3.3)
 - to recognise that some words occur in both English and the language being learnt, although they may sound different (KAL)
- Show a video clip of children greeting each other and introducing themselves. Some of these names will need to be similar to ones familiar to the children. Can they remember any of the names they heard? Were any of the names similar/different to ones they know? Did they hear any names with the sounds *j*, *on* or *u*?
 - Introduce and model the letter names of the five vowels. Children repeat. Take one of the vowels and ask whose name contains that vowel. Spell aloud two or three children's names, writing them in the air or on the board at the same time. Children repeat.
 - Write a few of the French names on the board as you pronounce them. Invite children to the board. Say one of the names and ask them to point to the one that you have said.
 - Share either your own name or the name of a member of your family. Explain why this was chosen.
 - Discuss name 'fashions', eg what names are popular today and why?
 - Replay the DVD clip from Section 1 to revise *Je m'appelle* (I am called). Ask the question *Comment tu t'appelles?* around the room, so that children can respond individually.
 - Focus on the *j* sound and remind the children of the same sound in *bonjour*.
 - Finish the session by waving and saying *Au revoir* (Goodbye). Children respond.

- understand and respond to the question *Comment tu t'appelles?*
- have an understanding that some French names may look the same as in English but sound different

- Follow-up: Children can research the meaning of their own names. For children whose names have a French equivalent, eg Peter (*Pierre*), tell the children what their name would be if they were French.
- Some children may respond to *Comment tu t'appelles?* by simply saying their name.
- Follow-up: Combine text with graphics using clip art. Children find a suitable picture to illustrate *Je m'appelle*. Alternatively they can take digital photos of each other to illustrate the text.
- Follow-up: Take a vowel a day and spell two or three children's names aloud. Write the letters in the air or on the board at the same time.
- Follow-up: Investigate popular first names in French-speaking countries. Those children with 'non-French' names may wish to adopt one for the purpose of the French language sessions.

Section 4. Families

- to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to recognise some familiar words in written form (L3.1)
 - to recognise question forms (KAL)
 - to imitate pronunciation (KAL)
 - to play games to help remember (LLS)
- Model *Comment tu t'appelles?* and ask the children to repeat. Reinforce pronunciation by getting children to respond in different voice tones and at different speeds. Ask the children if they can think of another word containing the sound *u* (*salut*).
 - Play a guessing game: one child sits with their back to the class and asks *Comment tu t'appelles?* Silently point to another child who disguises their voice and says the wrong name. The first child says *C'est ...? (Is it ...?)* The class respond with *Oui/Non, Je m'appelle ...*
 - Using pictures of a famous family such as The Simpsons, point to one family member and say *Bonjour, je m'appelle ...* (Hello, I am called ...) Encourage the class to add the character's name by hesitating or by the tone of your voice. Repeat with the remaining pictures.
 - Take on the role of one of the characters and list your family members, eg *Je m'appelle Lisa Simpson. Voici ma mère, voici mon père, voici ma sœur, voici mon frère.* (I am called Lisa Simpson. Here is my mother, here is my father, here is my sister, here is my brother.)
 - Show the written form of the four family words and point out the accents. Show the children *père* and *frère* and ask them if they can write *mère*. Have they spotted the rhyming pattern?
 - Play *Touchez l'image*. Place flashcards for the family members on the board. Divide the class into two teams. One child from each team comes to the board. Hold up a text card for one of the family members, eg *ma sœur*, and read it aloud. The first child to touch the correct picture wins a point for their team. Choose two new children for the next round.
 - Extension: Play Kim's Game to consolidate names for the family members.
 - Finish the session by waving and saying *Au revoir* (Goodbye). Children respond.

- understand the meaning of *ma mère, mon père, ma sœur, mon frère*
- begin to use the structure *Voici ma sœur*, etc
- say *Au revoir* with accurate pronunciation

- Link with work in English: The second activity links to year 1 work on group discussion and interaction – asking and answering questions.
- Follow-up: Try another guessing game. Invite two children to leave the room. The class chooses an unusual name and one child volunteers to take this new name. The other two children return to the classroom. They have to find out who has the new name by asking *Comment tu t'appelles?* to individual children, who reply with *Je m'appelle* + their name. This continues until the new name has been discovered.
- Follow-up: Play guessing games during the week to recall the words for family members.
- Kim's Game is a useful activity for helping children to learn new vocabulary. Here, they put picture cards of family members face up on their table. They study them for a few seconds and then, at your signal, turn them over (keeping them in the same order). Invite them to select from memory the card that you ask for and hold it to their chest until you say *Montrez-moi* (Show me). If they have guessed correctly, they put the card to one side. If they have not, they return the card face down, to the same place. The first child to have guessed all of the cards correctly is the winner. You can invite the winner to come to the front and be the caller for the next round of the game. This may also be done on an interactive whiteboard. Insert images of family members and cover each with a mask. Children guess who is behind each mask. Alternatively, use a blind or spotlight tool to focus on one element of a picture.
- Follow-up: Create a new page in the word bank for *ère* and add *mère, père* and *frère*.
- Follow-up: Can the children think up a mnemonic to help them write *sœur*, eg Sister Olivia Eats Uncooked Rabbit?
- Phonic practice. Play the phoneme–grapheme running game to practise sounds *ère, on, j* and *u*. This would be ideal as a PE warm-up. Place a card with a different letter string in each corner of the hall. The children jog around the hall. When a sound is called, they must move quickly to the corresponding card.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Numbers up to 10

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to recognise some familiar words in written form (L3.1)
- to read aloud familiar words (L3.2)
- to recognise question forms (KAL)
- to imitate pronunciation (KAL)
- to play games to help remember (LLS)

- Ask children to present their family members to the class using photos or drawings.
- Use large digit cards, dice or number fans to introduce numbers 1–10. Play *Montrez-moi* (Show Me), *Morpion* (Noughts and Crosses) and *Répétez si c'est vrai* (Repeat if it's True). For *Répétez si c'est vrai*, hold up a digit card and say a number. If the number corresponds to the digit card, the children repeat it. If not, they remain silent. Introduce a number song for extra practice.
- In pairs, children practise numbers to six by taking turns throwing a die and saying the number.
- Dictate individual numbers to 10 and ask children to write them on mini-whiteboards.
- Play *Loto* (Bingo) to reinforce numbers to 10.
- Extension: Try some quick-fire calculations using number and subtraction facts to 10.
- Finish the session by waving and saying *Au revoir*. Children respond.

- present members of their family
- begin to know numbers 1–10

- Introduce children to the French notation for numbers one and seven.
- Follow-up: Throughout the week, play games to practise the numbers. The interactive whiteboard is a versatile tool here. Make a grid with nine cells to play *Morpion* (Noughts and Crosses). You can move the elements of the grid around after a game so that children do not get used to the numbers being in the same place.

Section 6. How old are you?

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to recognise some familiar words in written form (L3.1)
- to read aloud familiar words (L3.2)
- to recognise question forms (KAL)
- to imitate pronunciation (KAL)
- to play games to help remember (LLS)

- Invite a child to the front and ask them to hold a picture of a birthday balloon, card or cake for a seven- or eight-year-old. Introduce the question *Quel âge as-tu?* (How old are you?) Ask the class to suggest the meaning of the question. Ask the question again to elicit the reply *sept* or *huit*. Model the sentence *J'ai sept ans* (I am seven). Ask the question to the class and they chorus the reply. Ask individual children. Repeat with *J'ai huit ans*.
- Some children may respond to the question *Quel âge as-tu?* by giving the number only or holding up a digit card.
- In groups of six, children pass the question on to the next child, who responds and then passes it on again.
- Extension: Children practise a question-and-answer dialogue in pairs.
- Play *Recommencez!* (Start Again!). Display some greetings, questions and answers on the board, eg *Comment tu t'appelles?* Read through them all. Two children leave the room. The class select a greeting and one answer for each question. The two children come back into the room. The class chorus the greeting and the two children respond. The class chorus *Comment tu t'appelles?* and the two children choose one answer as a response. If their answer matches the class's choice, they proceed to the next question. If their choice does not match, they have to start again with the greeting.
- Give pairs of children cut-up strips of paper with written language from this unit. Ask each pair to order the strips correctly to make a simple conversation between two children. Invite some pairs to read their conversations aloud.
- Finish the session by waving and saying *Au revoir*. Children respond.

- understand and reply to the question *Quel âge as-tu?*
- put a simple written conversation into the correct order

- Use the interactive whiteboard to model a conversation by typing out the sentences in separate text boxes. Ask a child to use a pen or finger to move the elements of the conversation into the right order.
- Follow-up: Practise asking and answering the question *Quel âge as-tu?*
- Link with work in English: Children will have investigated asking and answering questions and making relevant contributions in their work on group discussion and interaction in year 1.
- Follow-up: Practise putting written conversations in order and read aloud with a partner.

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- Children copy, adapt a model or write a short text about themselves or a famous person. They include their name and age. They could also introduce family members. They share and exchange this information in a chosen form, eg email, poster, musical composition or electronic presentation.
- If the school has a French-speaking partner school, the information can be shared through email or posted.

- use French for real purposes to introduce themselves in oral and written form

- Link with literacy work: This activity links to work on selecting different presentational features to suit particular writing purposes on paper and on screen when creating and shaping texts.
- Children can use handheld video cameras to record each other making short presentations. These may be incorporated into a presentation or edited to make a short film. Using a learning platform, these may be saved and possibly shared with a partner school.
- The website Global Gateway provides opportunities for finding partner schools abroad: www.globalgateway.org.