

LESSON 1: Les langues (Languages)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> To learn about the different languages spoken by pupils 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) Look at the face of the person speaking and listen attentively (LLS) To perform simple communicative tasks (O3.3) 	<p><i>Starter:</i></p> <ul style="list-style-type: none"> Tell the class about languages that you speak or have contact with. Invite pupils to have a similar discussion with their talk partner and report back to the class. <ul style="list-style-type: none"> Ask pupils 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. <ul style="list-style-type: none"> Introduce Bonjour! (Hello!) and Salut! (Hi!), Au revoir (goodbye) as you shake pupils' hands around the room. Consolidate with ES 1 DVD clip1. Encourage pupils to go around the room greeting others. Ask the pupils to practise the sounds j (as in treasure and pleasure) and u (drinking through a straw). Encourage them to look at your mouth, especially when modelling u. <ul style="list-style-type: none"> Look at the flashcards and repeat words - display Introduce gestures to go with Bonjour (shaking hands) Salut (waving) - play Jacques a dit (Simon says) <p><i>Plenary:</i></p> <ul style="list-style-type: none"> At the end of the session, watch ES1 DVD clip 2. Practise new words Au revoir/Bonsoir Sing Greetings Song version 1 	<ul style="list-style-type: none"> Know some countries in the world that speak French Be able to greet someone in French and recognise formal greetings 	<ul style="list-style-type: none"> Early Start 1 DVD Flashcards for Bonjour and Salut See additional resources for - mini word and/or picture flashcards (ES1 pp17-19) French in the world -map and countries list Greetings song version 1 <p>Bonjour = hello Salut = hi Au revoir = goodbye</p>	<p>Tips:</p> <p>The French sound j is the same as the s in treasure.</p> <p>Accept physical responses from pupils who are not ready to respond verbally.</p>
<p>WEB LINKS: Francophone countries around the world - interactive map - countries where French is the official language etc. France: A Children's Guide / Information on France (for Kids) - all good websites to find out facts about France.</p>				
<p>FOLLOW UP IDEAS: Independent research at home - find more countries that speak French and locate on a class world map. Throughout the week, pupils can answer the register greeting the teacher with bonjour or salut.</p>				
<p>NOTES: See additional resources for more activities. Pronunciation help - copy and paste any text into http://www.text-to-speech.imtranslator.net/, select 'French', click on 'Say it' and listen.</p>				



LESSON 2: Bonjour! (Greetings)

Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> To identify social conventions at home and in other cultures (IU3.3) To practise new language with a friend in and outside the classroom (LLS) To listen attentively and understand everyday classroom language (O3.4) To perform simple communicative tasks (O3.3) Recognise questions forms (KAL) 	<p><i>Starter:</i></p> <ul style="list-style-type: none"> <i>Sing Greetings song version 1 - tune: Frère Jacques - as a class.</i> <i>Brainstorm greetings in English - group mind maps.</i> Revise Bonjour! and Salut! Pupils who know a greeting in another language can greet the class by throwing a ball or teddy. Watch ES1 DVD clip 1 - discuss how people greet each other in France kissing on both cheeks or shaking hands and in other cultures. (See Talking Point 1 in ES1 p15) Teach monsieur and madame through the clip. Look at the flashcards and repeat words - display them. Introduce Ça va? Ça va bien et toi? - thumbs up/smiley face gestures. Practise phrase - Encourage pupils to go around the room, greeting each other and asking how they are. Play music and when the music stops they greet the person next to them. Play Jacques a dit (Simon says). <p><i>Plenary: Sing ES1 Track 1 - Salut ça va song - devise actions.</i></p>	<ul style="list-style-type: none"> Identify cultural differences linked to greetings Be able ask and answer how you are with a positive response 	<ul style="list-style-type: none"> Early Start 1 DVD Flashcards for ça va? and ça va bien Early Start 1 CD track 1 Greetings song <p>Monsieur = Sir/Mr Madame = Miss/Mrs Ça va? = How are you? Ça va bien = I am fine. Merci = Thank you Et toi? = And you?</p>	<p>Tips:</p> <p>Point out the cedilla under the c in ça va. It softens the k sound to a s sound.</p> <p>Focus on rising intonation when teaching the question ça va?</p> <p>Ask pupils to practise the on sound by holding their noses.</p> <p>Encourage them to look at the shape of your mouth and to look at their own in a mirror.</p>

WEB LINKS: [Staffs material QCA French](#) [Primary Resources: Modern Foreign Languages](#)

FOLLOW UP IDEAS: Throughout the week, pupils can answer the register using **ça va bien merci**. Sing ES Track 1.

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LESSON 3: Encore des salutations (More greetings)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> To identify social conventions at home and in other cultures (IU3.3) Listen and respond to simple rhymes, stories and songs (O3.1) Make links between phonemes and spellings and read aloud familiar words (L3.2) Perform simple communicative tasks (O3.3) Recognise and respond to sound patterns and words (O3.2) Use gesture or mime to show they understand (LLS) 	<p><i>Starter:</i></p> <ul style="list-style-type: none"> Sing version 2 of greetings song. Teach Comment ça va? and Bonsoir. (Use Ça va? and Comment ça va? when asking pupils how they are). Introduce Bonsoir with a yawn. Revise Bonjour! and Salut! Ça va? see Greetings games in ES1 p13. Singing French song 1. Look at the greetings flashcards (words) and repeat words before giving them out: one per table. Teacher calls out a word - pupils stand when they hear their word. Then do the same activity with the song. Revise Ça va? and hold up your thumb/draw a smiley face on the board to illustrate the reply Ça va bien et toi? Practise saying this around the class. Encourage pupils to go around the room, greeting each other and asking how they are. Play music when the music stops they greet the person next to them. Use gestures for Ça va? (thumbs up) revise Bonjour (shaking hands) Salut (waving). Play Jacques a dit (Simon says). <p><i>Plenary: Taught By Song - song 4</i></p>	<ul style="list-style-type: none"> Be able to use gestures and greet each other in a variety of ways 	<ul style="list-style-type: none"> Singing French song 1 Early Start 1 DVD Flashcards for comment ça va? Bonsoir and au revoir Greetings song version 2 Taught By Song (4) Singing French song 1 poster <p><i>Monsieur = Sir/Mr Madame = Miss/Mrs Ça va? = How are you? Ça va bien = I am fine. Merci = Thank you Et toi? = And you?</i></p>	<p>Tips:</p> <p>Point out the cedilla under the c in ça va. It softens the k sound to a s sound.</p> <p>Focus on rising intonation when teaching the question Ça va?</p>

WEB LINKS: [Staffs material QCA French](#) [Primary Resources: Modern Foreign Languages](#)

FOLLOW UP IDEAS: Throughout the week, pupils can answer the register using **Ça va bien merci**. Sing version 2 of the greetings song as a round. Sing TBS song 4.

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LESSON 4: Ça va? (How are you?)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> Listen and respond to songs (O3.1) Imitate pronunciation of words (KAL) To perform simple communicative tasks (O3.3) Experiment with the writing of simple words (L3.3) Say words to a rhythm (LLS) 	<p><i>Starter:</i></p> <ul style="list-style-type: none"> <i>Singing French song 1</i> <i>Look at the greetings flashcards (words) and repeat words before giving them out: one per table. Teacher calls out word pupils have to stand when they hear their word. Then do the same activity with the song.</i> ES1 DVD clip 3 - introduce <i>ça va, ça va bien, ça ne va pas</i> Mood cards - pupils ask each other how they are feeling and respond according to mood card. <i>Ça va</i> worksheet ES1 p31: pupils listen to the teacher describing how each person is feeling. Pupils draw the faces on: e.g. <i>numéro un: Ça va bien.</i> Follow up activity: pupils copy the correct caption for each character from the board or pupils match cut up captions to pictures. Listen to song 1 in <i>Chantez Plus Fort</i> /TBS Song 4 and devise actions to accompany each verse. 	<ul style="list-style-type: none"> Be able to ask and answer how you are - with both a positive and a negative response 	<ul style="list-style-type: none"> Singing French song 1 Early Start 1 DVD <u>Mood cards</u> Flashcards for <u>ça va, ça va bien, ça ne va pas</u> Worksheet Early Start p31 Chantez Plus Fort song 1 Taught By Song song 4 <p><i>Ça va?</i> = How are you? <i>Ça va bien</i> = I am fine <i>Ça ne va pas</i> = I am not well <i>Et toi?</i> = And you?</p>	<p>Tips:</p> <p>Point out the cedilla under the c in <i>ça va</i>. It softens the k sound to a s sound.</p> <p>Focus on rising intonation when teaching the question <i>ça va?</i></p>

WEB LINKS: [Staffs material QCA French](#) **Primary Resources:** [Modern Foreign Languages](#)

FOLLOW UP IDEAS: Throughout the week, pupils can answer the register using their mood card. Sing song 1 in Chantez Plus Fort.

ART LINK: Draw faces to portray different feelings. Label with speech bubbles and display in the classroom.

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LESSON 5: Comment t'appelles-tu? (What is your name?)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> To recognise and respond to sound patterns and words (O3.2) To recognise that some words occur in both English and the language being learnt, although they may sound different (KAL) To perform simple communicative tasks using single words, phrases and short sentences (O3.3) 	<p><i>Starter:</i></p> <ul style="list-style-type: none"> Show ES1 DVD clip 4 of children greeting each other and introducing themselves. Some of these names will need to be similar to ones familiar to the pupils. 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 <i>j, on</i> or <i>u</i>? Introduce Comment t'appelles-tu? Je m'appelle... as seen on the DVD. Throw ball - pupils answer question when they catch it. Singing French song 2: pupils listen to the song and tell the teacher the 3 names they hear in the song (Medhi, Marie, Lucas). Play Pass the Parcel. When the music stops a pupil pulls out a French name and says Je m'appelle... Learn 2 Little Dicky Birds finger rhyme. Which words rhyme? (blanche/branche). 	<ul style="list-style-type: none"> Be able to introduce themselves in French Know some French names Learn a finger rhyme in French and perform it to an audience 	<ul style="list-style-type: none"> Early Start 1 - DVD Singing French - song 2 Flashcards for Comment t'appelles-tu ? Je m'appelle... French name cards Bag for Pass the Parcel 2 Little Dicky Birds rhyme Deux Petits Oiseaux <p>Comment t'appelles-tu ? Tu t'appelles comment ? = What is your name?</p> <p>Je m'appelle = My name is</p> <p>C'est... = It is ...</p>	<p>Tips:</p> <p>Point out the spelling pattern for appelle = 2 of everything except 'a'.</p> <p>Ordering and spelling names provide a good opportunity to introduce and practise the alphabet (see additional resources).</p>

WEB LINKS: [Staffs material QCA French](#) / [Primary Resources: Modern Foreign Languages](#)

FOLLOW UP IDEAS: Independent research at home: famous French people (See Early Start Chapter 4). Throughout the week, pupils can sing Singing French song 2 and practice Two Little Dicky Birds to an audience.

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LESSON 6: Les prénoms (First names)



Learning objectives	Possible teaching activities	Learning outcomes	Resources & Core language	Points to note
<ul style="list-style-type: none"> To recognise familiar words in written form (L3.1) To perform simple communicative tasks using short sentences (O3.3) To recognise that some words occur in both English and the language being learnt, although they may sound different (KAL) To know some facts about famous French people (IU3.3) 	<p>Starter:</p> <ul style="list-style-type: none"> <i>Je m'appelle</i> song (tune: Nice One Cyril). Discuss last week's follow up task - famous French people. Pupils present their research. (Display?) List French names we know - (See ES1 Talking Point p37). Write a few of the French names on the board as you pronounce them. Invite pupil to the board. Say one of the names and ask them to point to the one that you have said. Discuss similarities/differences with names: e.g. Michel (Michael), Laure (Laura) and Sophie (Sophie). Discuss origins of names and their meanings: eg: Catherine - Greek = pure. Pupils use the internet to research their name - meaning and origins. Record the facts about their name - use ICT - download flag of their country of origin? (see example). 	<ul style="list-style-type: none"> To know some French names and know the origins and meanings of their names 	<ul style="list-style-type: none"> Je m'appelle song All flashcards used so far Bonjour etc and Comment t'appelles-tu? French Names (and English names) Early Start p37 Name research example <p>Bonjour = Hello Salut = Hi Au revoir = Goodbye</p> <p>Comment t'appelles-tu? and Tu t'appelles comment? = What is your name? Je m'appelle... = My name is ... C'est ... = It is ...</p>	<p>Tips:</p> <p>Point out the spelling pattern for appelle - 2 of everything except 'a'</p> <p>Pupils can find out the names of countries, in French, using the Internet - using an on-line dictionary - see weblinks below.</p>
<p>WEB LINKS: wordreference - on-line dictionary / BBC - Schools - Primary French - units: Hello! How are you? / What's your name? BabyNameAddicts.com - What does my name mean? and What is its origin?</p>				
<p>FOLLOW UP IDEAS: ICT make a class book about names. Throughout the week, play interactive games on Boardworks <i>Revoir et Apprendre</i>.</p>				
<p>NOTES:</p>				