

Martine -> Linguascope -> MFL teachers

'Hard Times' MFL resources

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Dear MFL teachers,

First of all, I hope you are keeping well. On *Linguascope's* suggestion I have decided to write three weekly sequences of activities doable from home to help you during school closures due to COVID-19. The activities will be re. y7-8 French (y7-8 trickier to cater for in the current circumstances?) but easily adaptable to other languages. Some of the activities might not be as 'polished' as they would be in ordinary circumstances, but I hope they will help.

Very best wishes in these difficult times,

Martine

Resource 7

Teachers' Notes

Phonics / Sound discrimination

Resource 7 is a series of extracts from my self-published resource pack *L'oreille fine*.

These are listening activities for which you will need to record yourself.



The activities can be applied to a great many languages!



Extra notes re. Activity 1.8 - In class, I would suggest pupils respond via thumbs up, down or in-between. In the home context, you could ask pupils to respond via *Oui, Bof* or *Non*.

Here are more adjectives you could use:



- horrible – timide – dangereux – agréable – rapide – drôle – confortable – arrogant – calme – multicolore – excentrique – pessimiste – sexy – africain – antique – excité - classique

All the resources are below (no slides).



1.3

Focus Sound discrimination.

Activity Students must identify specific syllables in the words you say.

Notes You can use any words you like since the focus is not on comprehension.

→ **Ecoutez chaque mot et cherchez la bonne syllabe dans la liste.**



(You show)

pé – pa – poi – pu – pan – po – peu – pou

(You say)

caporal – capuche – peuplier – épouser – appétit – potiron –
poivre – capable – purée – pétale – épave – patron – poison –
poulet – apeuré – ampoule – amputé – ...

1.4

Focus Sound discrimination.

Activity Students must identify specific sounds in the lists of cognates they hear.

Notes You can use any words you like since the focus is not on comprehension.

→ **Ecoutez. Quel mot de la liste n'a pas le son /é/? Le mot 1, 2, 3 ou 4?**

Sample lists:



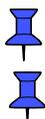
- éléphant – japonais – décembre – appétit
- comédie – accordéon – sécurité – baromètre
- végétarien – spécialiste – tramway – pénicilline
- restaurant – nucléaire – mosquée – pétale

1.5

Focus Decoding unfamiliar cognates aurally.

Activity Students must match unfamiliar cognates to one of three categories.

→ **Ecoutez. C'est quelle catégorie?**



(You show)

1. Professions 2. Maths 3. Animaux

(You say)

secrétaire – rectangle – girafe – chauffeur – canari –
division – chimpanzé – triangle – navigateur – pilote –
géométrie – fleuriste – antilope – architecte – zéro –
magicien – électricien – addition – lion – ...

1.6

- Focus** Matching sound to print.
- Activity** Students listen to words and must try to spot them in the list provided (they need not understand the words).
- Notes** Speedy reactions are important, so this is ideal for competing in pairs. You may prefer to use a shorter list than suggested below.

→ Ecoutez et cherchez les mots dans la liste.



radio – rabot – ravin – radin – radine – ravis – rassis – radis – rabin – raser –
ramer – raton – rate – râler – râleur – râleuse – rageur – rameuse – râper –
rapace – rafale – radar – raideur – rameur – râclée – raisin – rasoir

1.7

- Focus** Sound-spelling link.
- Activity** Pupils must decide whether the unfamiliar cognates you say would make good birthday presents.
- Notes** Say the words only once and allow some thinking time. Asking for opinions (no right/wrong answers) facilitates engagement.

→ Ecoutez. C'est bien comme cadeau d'anniversaire? Décidez de 1 (nul) à 5 (génial).



(You say) un hélicoptère – un dromadaire – une omelette – du chocolat – une guitare – des sandales – une raquette de tennis – de l'alcool – un laxatif – une statue – une banane – une charade – une locomotive miniature – de l'aspirine – un canari – une trompette – un kangourou

1.8

- Focus** Sound-spelling link.
- Activity** Can the unfamiliar cognates you say describe the noun provided?
- Notes** For more cognate adjectives, see activities 1.9-1.11.

→ Ecoutez les adjectifs. Ça va pour décrire un chat (ou: une ville/un vêtement/une personne/un collègue/...)?



(You say) industriel – agressif – moderne – curieux – snob – fragile – ...