

# INTRODUCTION

Do our pupils want to communicate? Of course they do. Just listen to them as they come into the classroom and settle down. If we let them, they would never stop talking! This urge to communicate is a resource that we can use to good effect in the classroom.

This set of resources aims to show how, in collaboration with our young learners, we can help them to go beyond 'textbook' French, to use their newly learned French to speak with their teachers and classmates; not simply to be able to name the things they use in the classroom, for example, but to say what they want and need to say about those things.

To be able to see themselves actually beginning to use a new language is highly motivating for learners and makes them eager to learn more. It doesn't happen all at once, of course, but a phrase a day, or even a phrase a week, soon builds up into a sizeable body of knowledge and skill.

If you have never done this before, how can you make a start? You could make a note of the sort of things your pupils regularly want or need to say, and show them how they can begin to say these things in French. In these units you will find examples of commonly occurring language from which you can choose items for pupils to learn and use in the early stages. This will provide a firm foundation for them to build on as they progress, will encourage them to see themselves as effective users of the language, and to gain the confidence they will need as they begin to undertake the increasingly challenging oral tasks that lie ahead.

As with all skills, there are three main stages involved in language learning: understanding the new language, practising the new language and using it for real. In this resource we will cover the introduction and practice stages and then go on to suggest ways of making active use of the language learned. We'll concentrate on situations that take place daily in your classroom, so that learners will find plenty of opportunities to practise the new language, and then to use it regularly, so that they become very familiar with its sounds and its rhythms, and can use it confidently.

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- Familiar game formats
- Examples of games
- Games templates

# 01 Right from the start

Once you've decided to develop your Target Language project, and before you even talk to your class about it, we suggest you take the following steps to prepare the ground.

For several days beforehand, listen to what the pupils say to you, both as they enter the room and settle, and then in the course of the lesson. Make notes. After a few days you will be able to see recurrent patterns emerging which will give you a good idea of those items that will engage your learners right from the time they enter the classroom, and those needed in the course of the lesson. If you are not an experienced linguist, this will also give you a chance to prepare yourself for the range of new vocabulary that is likely to be required.

In this first Unit, we cover a few of the situations that we have found to emerge from the exercise described above. Others are to be found in later Units.

## SUGGESTED LANGUAGE

1. Je peux aller aux toilettes?
2. Je peux aller à ma leçon de musique?
3. Je peux changer de place?
4. Qu'est-ce qu'on va faire aujourd'hui?
5. Je peux être le responsable des fruits?
6. Merci! (Or other positive comment)

1. Can I go to the toilet?
2. Can I go to my music lesson?
3. Can I change seats?
4. What are we doing today?
5. Can I be the fruit monitor?
6. Thank you!

Other examples:

On peut entrer?  
Voici mon mot d'excuse.

Can we come in?  
Here's my absence note.

## SUGGESTED ACTIVITIES

Please refer to the introductory notes and Familiar Games Formats for suggestions for presentation, practice, activities and games. Picture and sound files are also available.

## NOTES

Use a few of the pictures opposite to start a discussion with your class. Are these some of the things they say as they come in, or during the lesson? Are any of them out of place and could be discarded? Are there any missing? What else could be added? Which are used most frequently? Point out that if these are things they want to say anyway, why not learn to say them in French. Ask if there are any they could already say in French. If not, let's choose one or two examples to work on.

Whether you decide to use some of the suggested examples, or some of your own, make sure that the class agrees with the point about frequency of use leading to mastery. This in turn will lead to an appreciation of the fact that **practice** is needed at the outset if confidence is to be built up and eventual **usage** is to be correct.





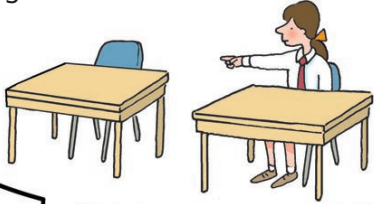







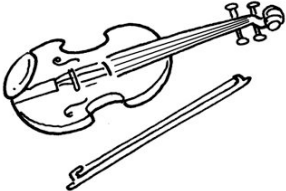

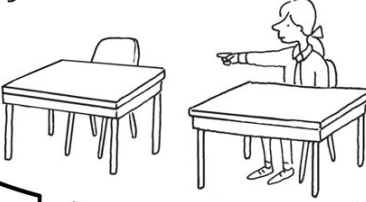





At the end of this resource are to be found ideas for presentation and practice activities.

Your natural teaching skills will let you observe how quickly the new material is being absorbed and how much practice is needed before mastery is achieved. One way of assessing if that point is reached is to instigate a role play in which learners recreate entry to the classroom, making use of as many as possible of the phrases they have learned. Ask them to report back on which phrases they used and how they felt it went. Do **they** feel confident they can do it every day? You may need to point out to them that 'a little and often' is a better strategy than 'all at once', and suggest a programme for phasing in the items they want to be able to include.

Once learners feel they have reached this point, stop practising and create the conditions for encouraging genuine use in real situations from that time onwards.

For example: The new phrases can be written up for display, or written down in 'Speaking' notebooks (see the advice on making Aide-Mémoire at the end of this resource).

# 01 Right from the start

|                                                                                                                                                                                      |                                                                                                                                                                                     |                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| <p>4</p> <br>     | <p>5</p>                                                                                          | <p>6</p>                                                                                             |
| <p>7</p> <br>  | <p>8</p> <br> | <p>9</p> <br> |
| <p>10</p> <br> | <p>11</p>                                                                                        | <p>12</p>                                                                                          |

## 02/i Greetings

Greeting each other at the start of the day or lesson is often the point where teachers choose to begin using the target language. *Bonjour tout le monde! Bonjour Madame/Monsieur/Mademoiselle!* are often the first things to be taught to learners. As soon as possible, encourage learners to begin even earlier: where they meet each other on arrival and as they settle down. Encouraging this pupil-pupil interaction now will help to establish it as a common feature of foreign language learning.

### SUGGESTED LANGUAGE

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. Bonjour, salut.                    | 1. Hello, good morning, hi.    |
| 2. Ça va?                             | 2. How are you?                |
| 3. (Oui,) ça va, ça va bien, (merci). | 3. (Yes), fine, good, (thanks) |
| 4. Comme ci comme ça, pas trop mal.   | 4. OK.                         |
| 5. Ça ne va pas!                      | 5. Not good!                   |
| 6. Et toi?                            | 6. And you?                    |

Note that alternatives are given for some items. Choose which you want pupils to learn. You may wish to add further possibilities of your own.

### SUGGESTED ACTIVITIES

Please refer to the introductory notes and Familiar Games Formats for suggestions for presentation, practice, activities and games. Picture and sound files are also available.

### NOTES

#### Introducing new language

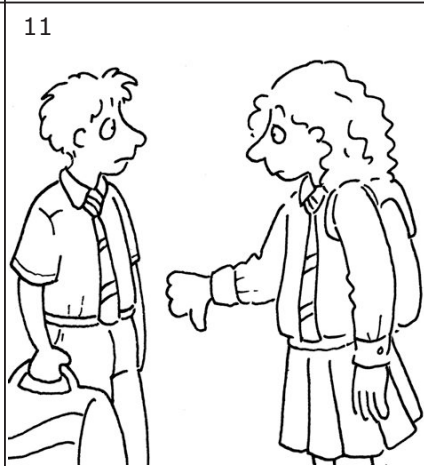
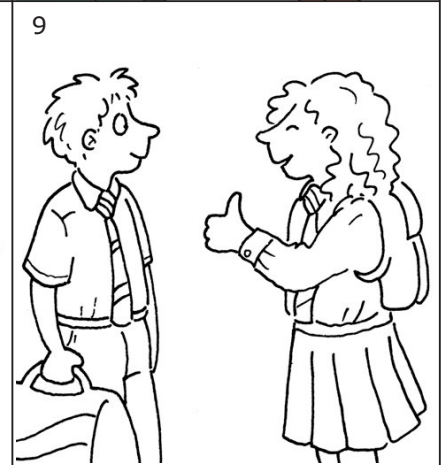
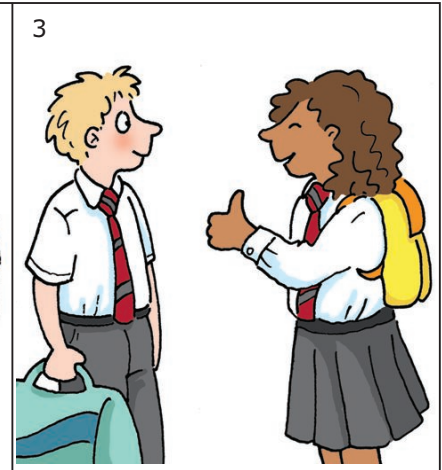
**Greetings** To begin with, greet the pupils as they come in. Don't insist on responses, and ignore remarks in the mother tongue, but acknowledge by expression or gesture any efforts that they make to respond in French. Tell pupils to sit down quietly, using words and gestures (*Asseyez-vous. Doucement. En silence, s'il vous plaît.*) When all are seated greet everyone using an all inclusive gesture to make the meaning clear (*Bonjour, tout le monde!*) If some pupils are responding correctly, greet them again, using their answers to demonstrate the answer you expect. Others will gain confidence and join in.

**How are you?** Once the greetings have been understood and the pupils can use them confidently, the conversation can be extended.

#### Using new language in meaningful contexts

As soon as possible, pupils should be encouraged to apply the language items they have used for greeting their teacher, their classmates and perhaps any other adults who are willing to cooperate. Practising the language items should not be carried on longer than necessary; move quickly to using them for real.

## 02/i Greetings



## 02/ii Greetings

The set of pictures on this page can be printed and cut out to make a mix and match task / matching pairs game that can be used to familiarise learners with the written forms of the words they are speaking.

### SUGGESTED LANGUAGE

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| 1. Bonjour, salut.                    | 1. Hello, good morning, hi.     |
| 2. Ça va?                             | 2. How are you?                 |
| 3. (Oui,) ça va, ça va bien, (merci). | 3. (Yes), fine, good, (thanks). |
| 4. Comme ci comme ça, pas trop mal.   | 4. OK.                          |
| 5. Ça ne va pas!                      | 5. Not good!                    |
| 6. Et toi?                            | 6. And you?                     |

### SUGGESTED ACTIVITIES

Please refer to the introductory notes and Familiar Games Formats for suggestions for presentation, practice, activities and games. Picture and sound files are also available.



## 02/ii Greetings

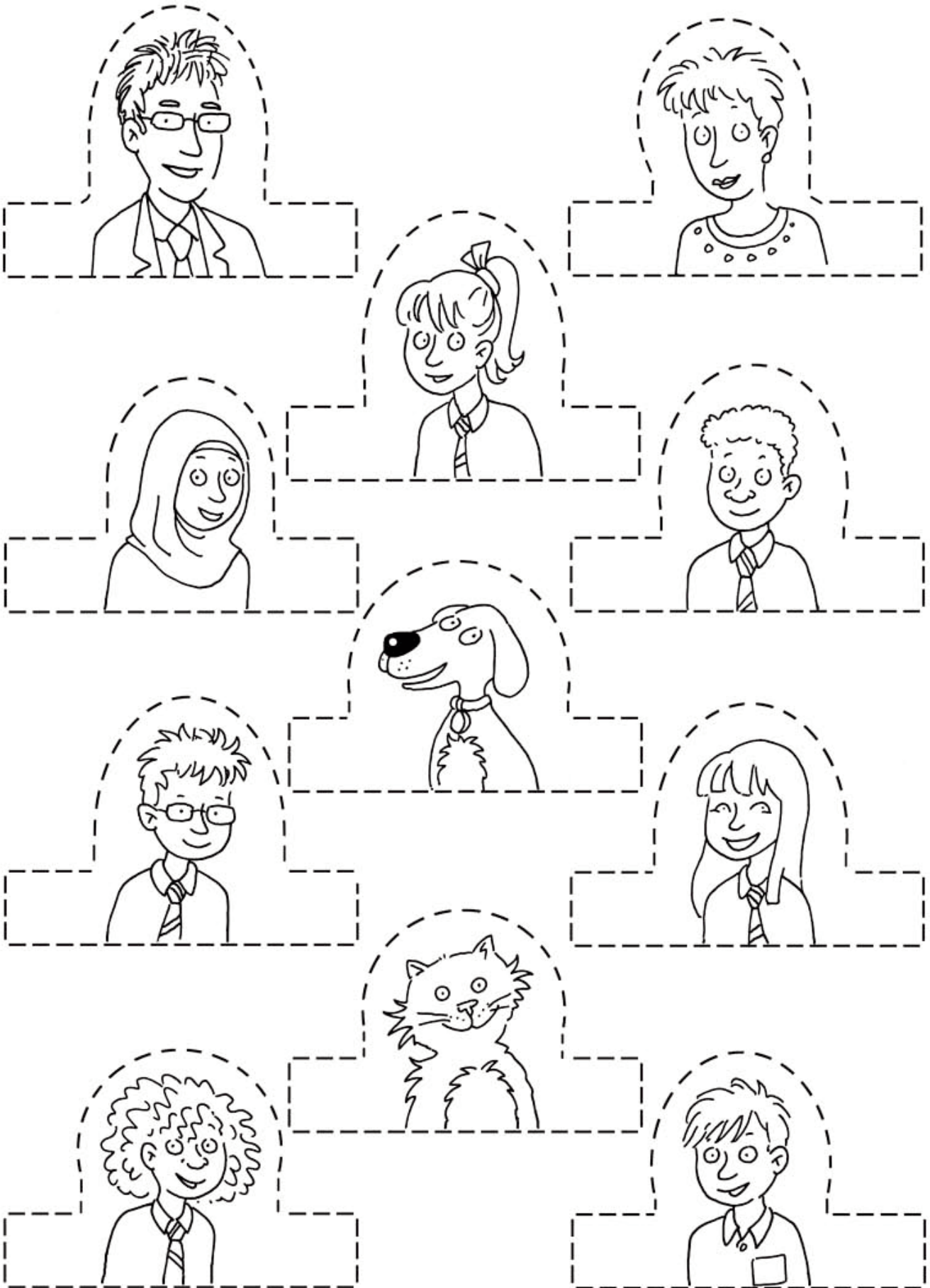
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|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p>1</p>   | <p>2</p>   | <p>3</p>   |
| <p>4</p>  | <p>5</p>  | <p>6</p>  |
| <p>Bonjour!</p>                                                                             | <p>Ça va?</p>                                                                                | <p>Ça va bien!</p>                                                                            |
| <p>Comme ci, comme ça.</p>                                                                  | <p>Ça ne va pas!</p>                                                                         | <p>Et toi?</p>                                                                                |

## **03/i Finger puppets**

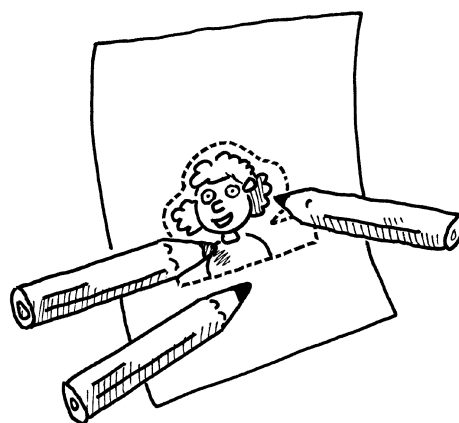
These are included so that they can be used for language practice throughout the programme. Pupils who may be reluctant to speak in class are often quite willing to make the puppet speak. You may wish to give the characters French names and promote the fiction that they are French-speaking and know no English, thus providing an incentive for pupils to interact with 'them' (ie each other) in the foreign language.

Further characters can be provided by asking pupils to design new ones. Cut-outs from magazines, or from images downloaded from the internet, can be stuck onto card, allowing celebrities or favourite characters to be 'interviewed' or take part in dialogues.

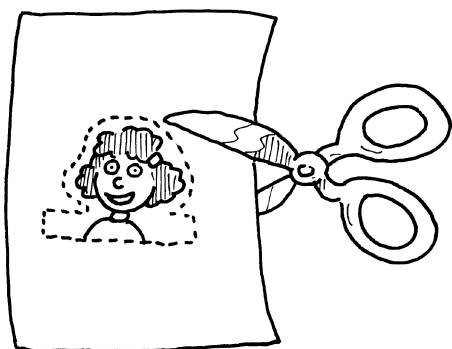
# 03/i Finger puppets



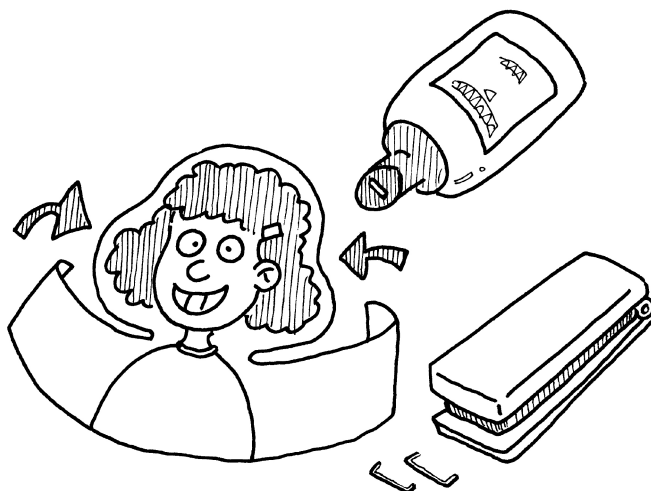
## 03/ii Making finger puppets



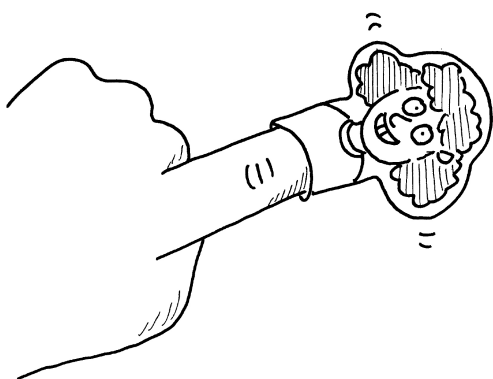
1. Coloris la marionnette



2. Découpe la marionnette



3. Colle ou agrafe  
les deux bouts ensemble



4. Mets-la au bout du doigt

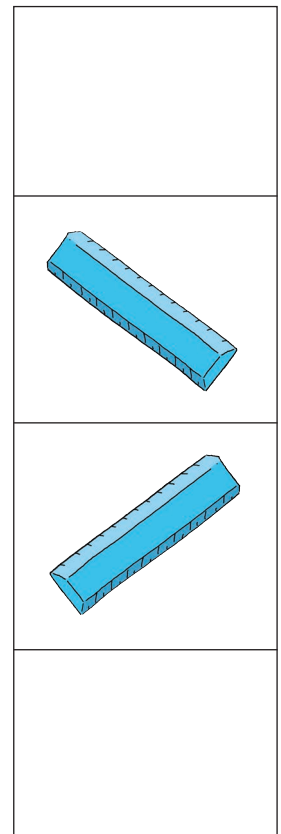
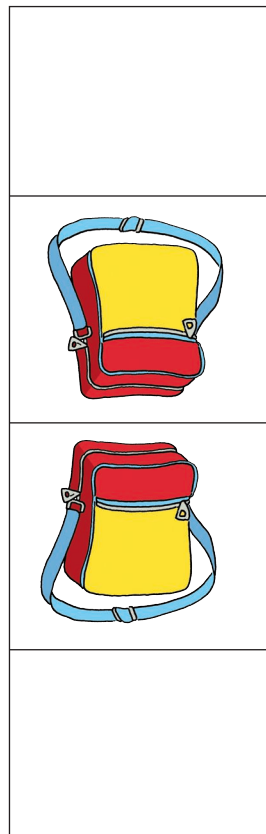
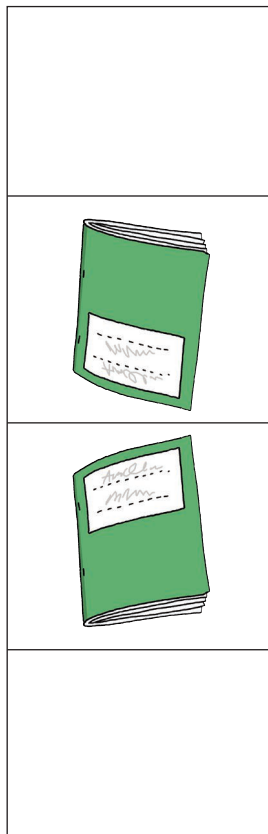
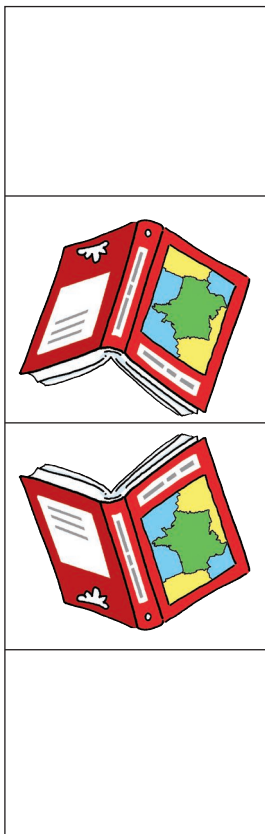
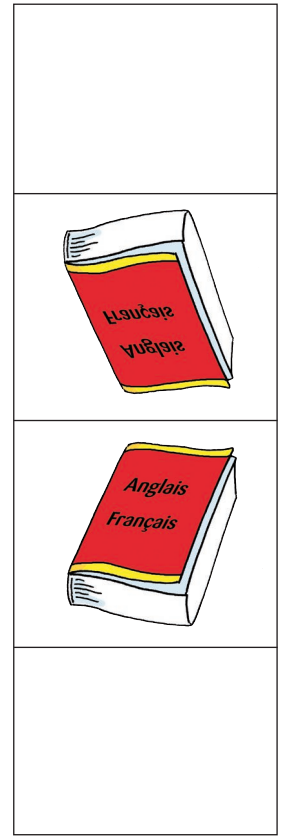
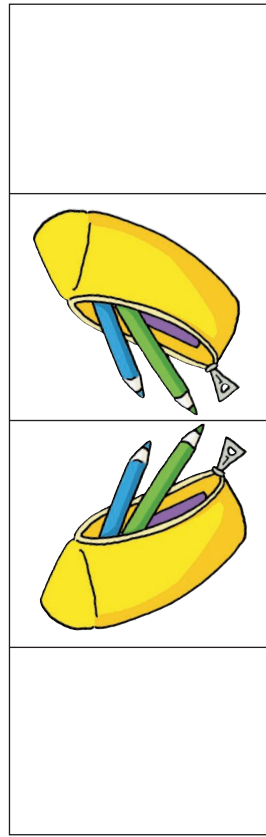
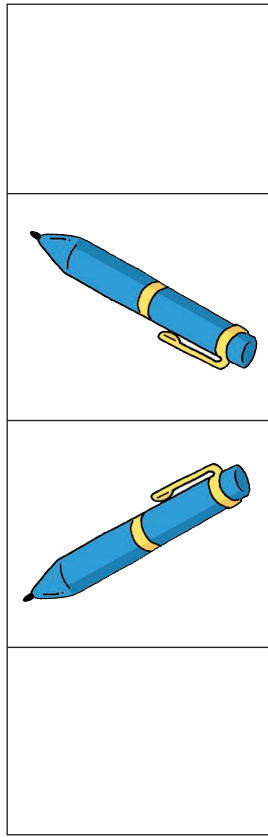
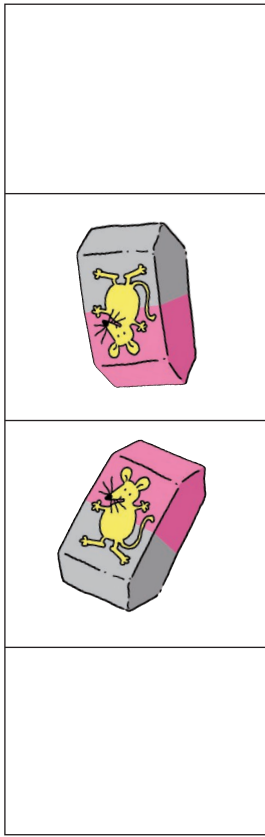


5. Imagine une petite conversation entre ta marionnette  
et la marionnette de ton voisin ou ta voisine

## Snacktime + vouloir - dominoes

|                                                                                     |                                            |                                                                                      |                                                     |
|-------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------|
|    | <p><b>Tu veux<br/>une pomme?</b></p>       |    | <p><b>Qui voudrait<br/>un gâteau?</b></p>           |
|    | <p><b>Je voudrais<br/>une banane</b></p>   |    | <p><b>Tu veux<br/>des chips?</b></p>                |
|    | <p><b>Qui voudrait<br/>une orange?</b></p> |    | <p><b>Je voudrais<br/>du lait</b></p>               |
|   | <p><b>Tu veux<br/>une poire?</b></p>       |   | <p><b>Qui voudrait<br/>du<br/>jus d'orange?</b></p> |
|  | <p><b>Je voudrais<br/>une fraise</b></p>   |  | <p><b>Tu veux<br/>de l'eau?</b></p>                 |
|  | <p><b>Qui voudrait<br/>du raisin?</b></p>  |   | <p><b>Je voudrais<br/>des<br/>raisins secs</b></p>  |
|  | <p><b>Tu veux<br/>un yaourt?</b></p>       |  | <p><b>Qui voudrait<br/>des<br/>fraises?</b></p>     |
|  | <p><b>Je voudrais<br/>un sandwich</b></p>  |  | <p><b>Tu veux<br/>du lait?</b></p>                  |

# Classroom items - board game counters



# Pupil language - picture snakes and ladders

17

18

19

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16

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1

3

4

100°  
50°  
0°

12

1

# Clothes - dominoes (1)

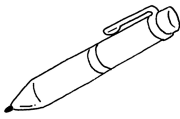

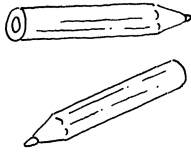



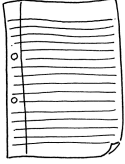
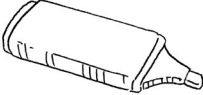
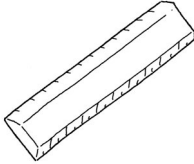

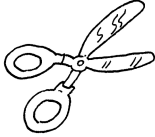
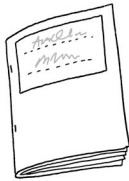


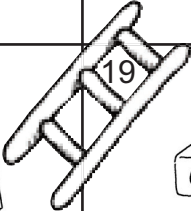

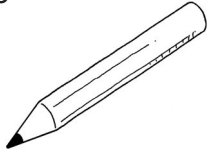
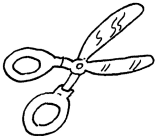
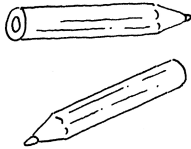
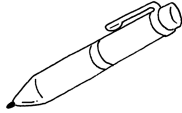
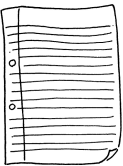



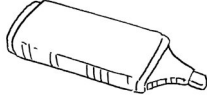
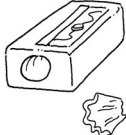


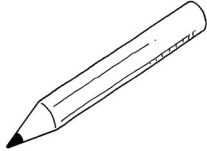
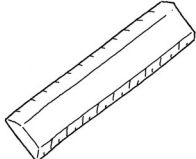

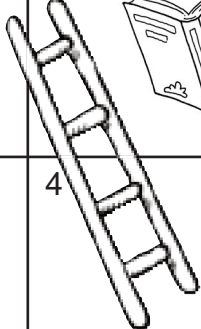




## Changing after PE - dominoes (2)

|                                                                                     |                                   |                                                                                      |                           |
|-------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------|---------------------------|
|    | Je ne trouve pas ma jupe          |    | Où est mon polaire ?      |
|    | Je ne trouve pas mon polo         |    | Où est mon pantalon?      |
|    | Je ne trouve pas mes chaussettes  |    | Où est mon sac de sport?  |
|   | Je ne trouve pas ma chemise       |   | Où est mon écharpe?       |
|  | Je ne trouve pas ma robe          |  | Où est mon T-shirt bleu?  |
|  | Je ne trouve pas mon bonnet       |  | Où est mon pull?          |
|  | Je ne trouve pas mes gants        |  | Où sont mes chaussures?   |
|  | Je ne trouve pas mon T-shirt vert |  | Où est mon T-shirt jaune? |

# Classroom items - Snakes and Ladders

|                                                                                           |                                                                                           |                                                                                            |                                                                                             |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 32<br>   | 31<br>   | 30<br>   | 29<br>   |
| 25<br>   | 26<br>   | 27<br>   | 28<br>   |
| 24<br>   | 23<br>   | 22<br>   | 21<br>   |
| 17<br>  | 18<br>  | 19<br>   | 20<br>  |
| 16<br> | 15<br> | 14<br> | 13<br> |
| 9<br>  | 10<br> | 11<br>  | 12<br> |
| 8<br>  | 7<br>  | 6<br>  | 5<br>  |
| 1<br>  | 2<br>  | 3<br>   | 4<br>  |