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Introduction

About the book

Un, deux, trois! aims to make French practical and achievable. Its exciting and appropriate material will ensure that children of all levels of ability have the opportunities to both enjoy and achieve in their language learning. It will support you, whatever your level of linguistic confidence or competence.

The book addresses three fundamental strands of language teaching: oracy, literacy and intercultural understanding. It responds to the recommendations of the QCA Framework for Languages by providing opportunities for the children to:

- become increasingly familiar with the sounds and written form of French;
- make comparisons between French and other languages;
- expand their cultural awareness;
- grow in confidence as they understand what they hear and read;
- learn to communicate;
- develop linguistic competence.

Using the book

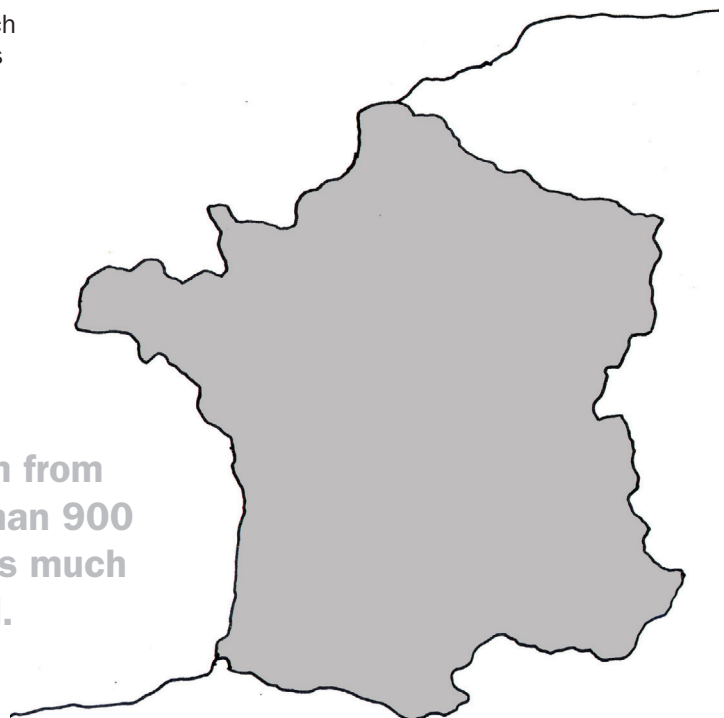
Reflecting the structure of the Framework for Languages, the book is divided into twelve Units. Each Unit forms the basis of half a term's work and covers a theme that crosses cultures and is relevant to the

children's lives. For each Unit, there is an introduction stating the main teaching points, grammar, language sounds, and vocabulary to be addressed. There are four, easy-to-follow, fully planned and resourced, ready-to-use lessons. These are supported by photocopiable worksheets and follow-up ideas. Each lesson plan explains what you will need, how to prepare, what to say to the children and what to encourage them to say.

Make one lesson the core of a week's teaching. Keep returning to the contents of a lesson during the week, playing, repeating and adapting games, which will give all the children the confidence to contribute. Use the Follow-up activity as a tool for differentiation, as only more able children will complete the full task. Teach the lessons in chronological order, so learning in one is a foundation for learning in the next. Finally, draw the Unit together with the 'More ideas' section of school and home activities, using the section to revise and consolidate the lessons' main teaching points and extend opportunities to learn about French culture.

The main aim of language teaching is to develop linguistic competence, so be ready to adapt material to suit your opportunities. A game used in one Unit may be easily adapted to consolidate learning in another Unit. Similarly, grasp opportunities to take French beyond timetabled lessons and into other areas of classroom life. Most of all, generate enthusiasm, so that children gain pleasure from their language-learning skills.

France is nearly 1000 km from north to south and more than 900 km at its widest point. It is much bigger than England.



Unit 1 - Moi (All about me)

Unit theme

- Myself

Teaching points

- Greetings
- Name and age
- Numbers 1-10
- The family

Grammar

- Using the verb *s'appeler*: *je m'appelle*; *tu t'appelles*
- Making simple statements
- Asking simple questions
- Using *mon*, *ma*

Language sounds

- on
- u
- j
- ère

Vocabulary

<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
<i>oui/non</i>	yes/no
<i>Je m'appelle ...</i>	My name is ...
<i>Comment tu t'appelles?</i>	What's your name?
<i>Voici ...</i>	Here is ...
<i>un, deux, trois, quatre, cinq,</i>	
<i>six, sept, huit, neuf, dix</i>	1-10
<i>Quel âge as-tu?</i>	How old are you?
<i>J'ai huit ans</i>	I'm eight years old
<i>ma mère</i>	my mother
<i>mon père</i>	my father
<i>ma soeur</i>	my sister
<i>mon frère</i>	my brother

Additional vocabulary for teachers

<i>Bravo, très bien!</i>	super, great, very good!
<i>Ecoutez/Ecoute</i>	Listen (plural/singular)
<i>Venez/Viens ici</i>	Come here (plural/singular)
<i>Montrez/Montre-moi</i>	Show me (plural/singular)
<i>La famille</i>	the family

Lesson 1 Bonjour!

Resources

A puppet

- Greet the class with *Bonjour!*
- Walk around, shaking hands with children, saying *Bonjour!* or the more casual *Salut!*
- Ask talk partners to greet each other.
- Draw a smiley face of yourself on the whiteboard. Add a speech bubble and inside write *Ca va bien*. Explain the meaning and ask children *Ca va?*
- Progress to talk partner practice, a thumbs-up or a smile accompanying *Ca va bien*.

- Extend the answer to include a return question: *Ca va bien. Et toi?*
- Play **Party Time**: the children are at a French party; they walk around, greeting people, and asking how they are.
- Wave and call *Au revoir*.

Follow-up

Explain that the children will make a *Moi* book (perhaps a folding concertina style) during this unit. Suggest they make the front page a drawing of themselves. In a speech bubble, they should write a greeting and say they are fine.

Lesson 2 Je m'appelle...

Resources

A simple sock or paper puppet; circles of paper/card for the children's puppet faces

- Introduce yourself:
Je m'appelle Monsieur/Madame...
- Point to children to add their names to your sentence: *Tu t'appelles...* Use gestures to distinguish between *Je* and *Tu*.
- Write the question *Comment tu t'appelles?* on the whiteboard. Ask the children and let them ask one another.
- List some French names, indicating English similarities but different pronunciations. Practise *j* and *u* sounds.
- Produce your puppet, Jacques. In a changed voice, answer the children's greetings and questions for him.
- Let everyone make a puppet face, writing the puppet's name, secretly, on the back.
- Ask talk partners to greet and question each other's puppets, their owners speaking for them. (Save the puppets for future lessons.)
- Say *Au revoir* to one another.

Follow-up

Give the children photocopiable 1A to complete. Suggest they add another speech bubble to their first *Moi* page and write their name.

Lesson 3 Un, deux, trois

Resources

Your puppet

- Hang numerals on a washing line and chant *un, deux, trois*; then *quatre, cinq six, sept huit, neuf*; finish with a loud *dix*.
- Practise with games, such as pointing to or identifying missing numbers on the washing line, or chanting in groups.
- Bring out the puppet and ask: *Quel âge as-tu?* Write his answer on the whiteboard. Help children with their *J'ai – ans* answers.

- Play **Party Time** (Lesson 1), adding names, ages and goodbyes.
- Revise *j* and *u* sounds in *Bonjour! Salut!* Write *Bonjour!* Practise the *on* sound.
- Select and read aloud names (photocopiable 1A). Ask the children to stand up when they hear any of these sounds.
- Say *Au revoir*, the children including *monsieur* or *madame*.

Follow-up

Give the children photocopiable 1A for them to add age sentences to the speech bubbles.

Suggest they complete page 2 of their *Moi* book with a birthday cake with the appropriate number of candles and their age sentence.

Lesson 4 Voici...

Resources

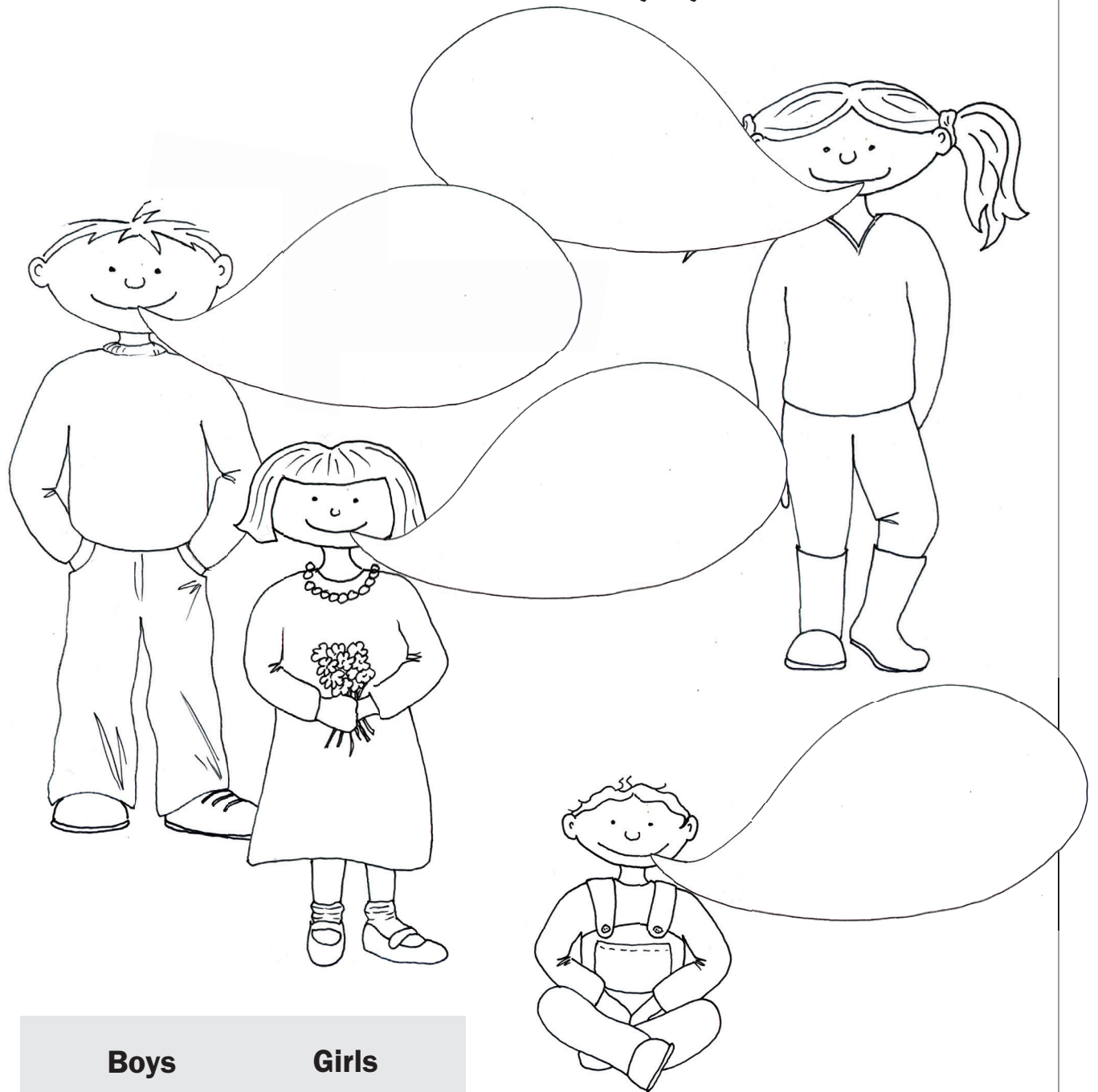
Your puppet; pictures of a man, woman, boy and girl; individual copies of photocopiable 1B

- Display pictures of a man, woman, boy and girl.
- Bring out your puppet, Jacques. Use his voice as you point to a picture and say *Voici mon père*. Confirm the meaning, and introduce other relatives: *ma mère, ma soeur, mon frère*.
- Write and say the family words. Ask: Which three words look very similar? Why? What about their sounds? (*Père, mère* and *frère* rhyme.)
- Name a family member for the children to identify. Point to a family member, for the children, (pretending to be Jacques) to introduce.
- Give out photocopiable 1B. Suggest talk partners take turns as the puppet, introducing a family member, but not pointing. Does their listening partner look at the right person?
- Say *Au revoir* to one another.

Follow-up

Give the children photocopiable 1B to write introductions under the pictures. Let the children progress to pages 3 and 4 of their *Moi* book and introduce some of their family.

Comment tu t'appelles?



Boys

Jacques
Christophe
Claude
Robert
Danton
Pascal
Jean
Pierre
Raymond

Girls

Lucette
Jacqueline
Yvette
Marie
Patrice
Chérie
Yvonne
Joséphine
Susanne

*The children have forgotten
their names!*

Choose names from the box and
write their answers for them in
the bubbles.



Voici ma famille!



Voici
ma mère
mon frère
mon père
ma sœur

Cherie is telling you about her family.

Write what she is saying, using
words from the box.

More ideas for...

Work at school

- Let the children use French to answer the register, greet and say goodbye. In spare moments, practise counting and answering questions: for example, *Quel âge as-tu?*
- At the start of PE, play **Phonic Islands**: hang the labels *j*, *u*, *on* and *ère* in four areas and assign an exercise to each. Start your PE warm-up: when you call a sound the children must do the right exercise on the right island.
- Ask the children to cut out family members from photocopiable 1B. Play **Montrez-moi**: you call out a family member and the children must hold up the correct picture. Vary this, the children having the four pictures and four blank cards of identical size and colour. After studying them, they put all eight faces down in front of them. When you call *Montrez-moi... (mon père)* they try to choose his card. If correct, they keep it in their winning pile. The first to collect all four people and call *La famille!* wins.

Work at home

- Locate France on a world map. Use an encyclopedia or the Internet to list the names of some other countries where French is spoken.
- Persuade your family to answer *oui* or *non* when you call one another. Start your day at home with French greetings; say goodbye at the school gate with *Au revoir*. Practise counting to 10.
- Jacques and Estelle are talking out of turn! Write this conversation in a sensible order:

JACQUES: Au revoir.

ESTELLE: Quel âge as-tu ?

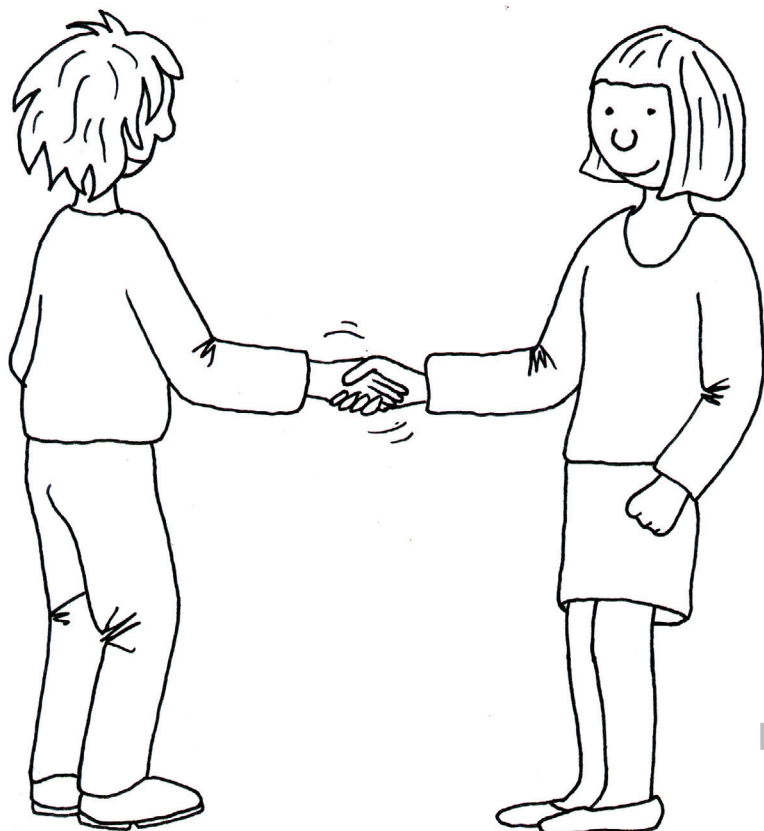
JACQUES: Ça va bien.

ESTELLE: Au revoir.

JACQUES: J'ai huit ans.

ESTELLE: Ça va?

Can you explain in English what Jacques and Estelle are saying?



French people are very polite. They greet one other by shaking hands.